

## ALSDE District Technology Plan 2019-2020

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**Marengo County Board of Education**

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United States of America

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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?

The Marengo County School System has three K-12 schools that spread across approximately 45 miles. The towns of Thomaston, Sweet Water, and Dixons Mills are home to the three community schools. Approximately 1,018 students attend school in the Marengo County School System. These students are 78% Free, 7% Reduced, and 15% Paid and come from predominantly low-income rural areas. Over the last few years, the system has faced several challenges. There is a decline in enrollment due to the population decreasing in this area of the state, resulting from a lack of jobs in our rural communities. Another challenge that this decline in population brings is the inability to attract qualified teachers that excel in classroom instruction. Science and math teachers are needed each year in Marengo County; however, they are not readily found. Teacher turnover is high in two schools which brings about the challenge of sustainability. Our system is unique in that all three schools are K-12 facilities, which present positives and negatives at the same time. The principals must be experts on instruction and curriculum ranging from Kindergarten to Twelfth grade. While this seems a daunting task, they have learned to recognize best practices and quality teaching no matter what the subject. Because the schools are K-12, cross-grade level discussion and planning are easily accessible and constantly happening. Another unique feature of the Marengo County System is the community atmosphere and pride found at each school. The schools use this family-like atmosphere to address challenges and work to overcome them.

#### 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.

Marengo County Schools are always striving to make improvements. The Marengo County School System strives to prepare its students to be college and career ready when they graduate. Implementation of the College and Career Ready standards is occurring in all schools. The teachers are involved in professional learning communities and ongoing job-embedded professional development. Through this professional development and CCRS aligned programs, the system is working to increase the rigor and expectation in each classroom to ultimately improve student achievement. Marengo County provides access to multiple forms of technology in each classroom including Chromebooks, a combination of Smart Boards and Viewsonic Interactive Panels, document cameras, and amplification systems. The system is striving to assist teachers in becoming proficient with technology integration by providing professional development and support in the classroom. MCS is increasing its number of student devices and is almost at a 1:1 ratio. The ultimate goal of the Marengo County School System over the next three years is to prepare these

students to be successful in the workforce or the college environment, as well as increasing their technology exposure and knowledge. With a focus on career tech and college preparation courses, this goal can be realized.

## 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: To be an innovative school system that prepares all children for college and career opportunities. Mission: To create and support a culture of high expectations for all students to achieve personal, academic, and career excellence and to become inspired learners with a global perspective. We Believe: 1. All students can learn. 2. In high expectations and a rigorous curriculum. 3. All people have worth and deserve to be treated with kindness and respect. 4. All people have a right to be safe. 5. Education is a shared commitment between the school system, parents, and the community. The Marengo County district leadership team uses this vision and purpose to guide its program offerings, personal decisions, professional development and instructional expectations.

## Additional Information

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

NA

## 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.).

Stakeholders are selected to include persons from different sectors. Team members include educators, past and current students, administrators, parents, and board members. There are stakeholder meetings scheduled at the district level board room to inform the stakeholders of their roles and functions as it relates to the school district's technology plan. These stakeholder meetings will be held at various times during the year.

### **ATTACHMENTS**

#### **Attachment Name**

 [2019.2020 Technology Team & Stakeholders](#)

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.).

Please see attachment

### **ATTACHMENTS**

#### **Attachment Name**

 [2019.2020 Technology Team & Stakeholders](#)

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.

The final Marengo County Schools plan will be communicated to all stakeholders via the website, faculty meetings, board meetings, and email communication.

## C. Technology Diagnostics

### Data Sources & Funding Sources

1. **Data Sources.** Select all sources of data used for planning. (Check all that apply)

If Other selected, enter in comments.

- Board of Education Actions
- Compliance Monitoring Reports**
- Continuous Improvement Plan**
- Discipline and Attendance Reports
- Educate Alabama Data
- End-of-Course Assessments
- Federal Government Regulations
- Formative Assessments
- Graduation Rates**
- Inventory & Infrastructure Report - Fast and Easy Access to Network, and Availability of Technology**
- School of Education (SOE) Accreditation Reviews/Reports
- Principal Walk - Through Checklist
- Professional Learning Evaluations, Lesson Plans**
- SpeakUp Data
- State Government Regulations
- Student Achievement Data**
- Technology Program Audit, Etc.
- Alabama Educator Technology Survey**
- Other (enter in comments below)

2. **Funding Sources.** Select the most probable Funding Sources for each activity. (Check all that apply).

If Other selected, enter in comments.

- Annual Giving Fund
- Booster Fund
- Capital Improvement Fund
- Career Technical Funds**
- District Funds (Local Funds)**
- Endowment/Memorial Fund
- Financial Aid
- General Fund**
- Perkins
- Scholarship Fund
- School Council Funds
- State Funds**
- Title I, Part A**
- Title I, Part C

- Title I, School Improvement
- **Title I, Schoolwide**
- Title I, School Improvement Grant (SIG)
- Title II, Part A
- Title III
- **Title IV, Part A**
- Title IV, Part B
- **USAC Technology**
- No Funding Required
- Other (enter in comments below)

## D. Needs Assessment

Use the needs assessment to write your objective and activities in section **E.Goals, Objective and Activities**

### Technology Program Areas

1a. **Technology Infrastructure** - fast and easy access to network, digital content

- a) Identify the top 1-3 areas of need
- b) Identify the top 1-3 areas of strengths
- c) Identify the data sources

a) Enhancing wireless access controllers and add several wireless access points at MHS, ALJ, and SWH have been established. Our Internet Access bandwidth has increased from 100 MB to 500 MB shared. All switches should be upgraded to 1/100/1000 and connectivity coming into each building should be via a 1 GB fiber connection. Data protection upgrades and maintenance of existing equipment is an ongoing need. b) The top areas of strengths associated with our technology infrastructure include having over 90% of our switches 1/100/1000. Our wireless access points are all working and broadcasting. In addition, we are continuing to upgrade our outdated desktops and laptops. Smart Panels/Viewsonic Panels, Chromebooks and Windows Laptops/Desktop are being used with over 90% of our teachers. Our classrooms are transitioning from the smartboards to the smart panels at all three schools. c) The data sources used to conclude our areas of strength and need are the Teacher and Administrator Surveys. In addition, Professional Learning Evaluation, Inventory & Infrastructure Report and Student Achievement Data, and Leadership Team meetings have been taken into account. Previous year surveys support the need for updated desktops and laptops.

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) There is a need for more handheld devices for 1-1 initiatives and our wireless network has a need to be upgraded by allowing additional access points for better reception of WiFi signals. We have limited Disaster Recovery Plan and need a mirror server or cloud storage for the prevention of potential issues. There is always the need for continued upgrading and updating of teacher and student devices. b) Our area of strength is having up-to-date LAN and WAN equipment, which requires the need for replacement of older desktops, laptops, chrome books, new smart panels and other 21st-century classroom equipment that may be outdated or underutilized. Data shows enrollment percentages needed to equal one to one ratio. c) Data sources are the same as listed above.

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) The top 1-3 areas of need associated with our technology and student learning include limited computer lab use based on weekly lab schedules, limited computer use availability in the individual classrooms and the need to have more instructional focus with the use of digital citizenship and new and emerging digital tools. In order to improve these areas of need, we will work to establish a 1:1 Chromebook environment beginning with the K-6 grades and eventually expanding to the entire K-12 grades. The goal is to accomplish this in all three of our schools. b) The top 1-3 areas of strengths associated with our technology and student learning are in the areas of students being



explorers and producers of knowledge, integration of instruction and learning across the curriculum. We have accomplished a 1:1 Chromebook environment at one of our schools in the elementary department (K-6 grade level)c) The data sources that led to the identification of needs and strengths associated with our technology and student learning include technology plan surveys, leadership team meetings, student proficiency tests, classroom observations, and lesson plans.

**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) The top 1-3 areas of need associated with our technology professional learning program is the need to have all of our teachers and all of our administrators participated in professional development aligned with local, state, and national standards and implement courses of study in all curriculum areas, including technology, PBL, and Digital Portfolio Creation PD, to improve professional learning and foster collaborative learning communities. b) Currently, our strengths include providing our teachers and administrators the opportunity to participate in high-quality, research-based professional learning development. c) The data sources that support these needs are included in technology plan surveys, leadership team meetings with each school, student proficiency tests, classroom observations, and lesson plans.

**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) The area of need includes having more of our teachers and administrators model the use of technology on a daily basis for administrative and productivity purposes and as an integral part of their instruction and professional duties. We need our use of technology to be totally mapped to local, state, national and Career and Technical Education standards. Teachers also need to model digital citizenship skills and technology integration, including project-based learning lessons and digital portfolios. b) We are currently undertaking a district-wide initiative to get all our teachers to utilize the Google classroom application since our district has transitioned to a total GAFE environment. There is evidence that some Marengo County students have mastered the Technology Literacy Content Standards found in the Alabama Technology Course of Study and are using these skills to select appropriate technology tools to engage in learning activities, problem-solving, and exploration. c) Data sources include technology plan surveys, leadership team meetings, student proficiency tests, classroom observations, and lesson plans.

**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) The areas of need include getting to the 100% implementation of interactive panels, training of digital systems and technology tools so that increased productivity can be achieved through the integration of technology all curricula areas. b) The areas of strengths associated with how teachers use technology for increased productivity include using web-based programs to meet curriculum needs at each school. In addition, continuing to equip classrooms so that every classroom will have needed digital devices. This equipment will provide teachers and students with the necessary equipment to integrate technology in all curricular areas. c) Data sources include

technology surveys, leadership team meetings, student proficiency tests, classroom observations, lesson plans.

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) The top need is for administrators to have more opportunities to learn about and implement technology-based resources, such as project-based learning and digital portfolios, into their respective schools. b) The areas of strengths associated with how administrators use technology to increase productivity include evidence that administrators use web-based tools throughout and beyond the school day to promote and encourage problem-solving, exploration and improved student learning. c) Data sources include technology surveys, leadership team meetings, student proficiency tests, classroom observations, lesson plans.

1h. **Other** (Optional)

- a) Identify the top 1-3 areas of need
- b) Identify the top 1-3 areas of strengths
- c) Identify the data sources

a) We are in need of more funding to implement a 1:1 chrome book initiative for all three of our schools, update all computer labs and library media centers in all three schools with new technology and devices. Data shows Inventory life cycle near ending status.

## 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.

See Attachment

## **ATTACHMENTS**

### **Attachment Name**

 [2019.2020 Professional Development Plan](#)

## 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 Attachment

### ATTACHMENTS

#### Attachment Name

 [2019.2020 Inventory](#)

## 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.

See Attachment - Inventory Infrastructure

### ATTACHMENTS

#### Attachment Name

 [2019.2020 Inventory Infrastructure](#)

## Data Compliance

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

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

Marengo County Schools has adopted a data governance and use policy. See Attachment

### ATTACHMENTS

#### Attachment Name

 [Data Governance and Use 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.

Please see attachment

## **ATTACHMENTS**

### **Attachment Name**

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 [Data Governance and Use Policy](#)

## **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.

Marengo County Schools has adopted a Virtual School Plan. See Attachment.

## **ATTACHMENTS**

### **Attachment Name**

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 [Virtual School Policy](#)

## E. Goals, Objective and Activities

Accountability Questions: Identify at least three (3) programmatic, district-wide digital learning integration activities geared toward impacting student achievement in all schools (District Plan).

(Note: May be different activities for different schools, but all schools must be implementing at least one major related strategy.)

Step 1: Download and complete the [Goals, Objective and Activities](#) spreadsheet.

Step 2: Upload the Goals, Objective and Activities spreadsheet.

- **I have completed and uploaded the Goals, Objective and Activities spreadsheet.**
- I have not completed or uploaded the Goals, Objective and Activities spreadsheet.

### **ATTACHMENTS**

#### **Attachment Name**

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 [2019.2020 Alabama Technology Goals, Objectives, and Activities](#)

## 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

### **COMMENTS**

Survey was not completed in Spring 2019. There was no Technology Coordinator on staff at that time. Kate Huggins was hired as Technology Coordinator in July 2019. She was given permission to open the survey in September of 2019 to assess the needs of the school system for the previous 2018.2019 school year.

## 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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2019.2020 Assurances

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 <a href="#">2019.2020 Alabama Technology Goals, Objectives, and Activities</a>	Goals, objectives, and activities	• E
 <a href="#">2019.2020 Assurances</a>	Signed Assurance by Superintendent, Luke Hallmark, and Technology Coordinator, Kate Huggins	• G
 <a href="#">2019.2020 Inventory</a>	Count of devices at all schools and BOE.	• D.3
 <a href="#">2019.2020 Inventory Infrastructure</a>	Description of WAN, LAN, Connectivity, etc.	• D.4
 <a href="#">2019.2020 Professional Development Plan</a>	PD offerings, presenters, attendees, etc.	• D.2
 <a href="#">2019.2020 Technology Team &amp; Stakeholders</a>	List of stakeholders	• B.1 • B.2
 <a href="#">Data Governance and Use Policy</a>	Adopted 2016	• D.5 • D.6
 <a href="#">Virtual School Policy</a>	Adopted 2016	• D.7