W. O. Lance Elementary School Technology Plan 2019-2020

ALSDE School Technology Plan 2019-2020

W. O. Lance Elementary School
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Lanett, Alabama, 36863
United States of America

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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?

W.O. Lance Elementary School, located in Lanett, Alabama, serves students in grades pre-kindergarten through sixth grade and has a total student population of six hundred and twenty-seven students. Seventy- four percent of the student's population is African-American, eight percent of students are white and seventeen percent are Hispanic. The other one percent did not report an ethnicity. Forty-nine percent of the school's students are males while fifty-one percent are females. Eighty-six percent of the student body participate in either the free or reduced lunch program. Thirteen percent pay full price for their lunch. The faculty and staff of W.O. Lance Elementary is comprised of fifty- seven individuals. Thirty-five of the faculty are white, twenty-one are black and two are Hispanic. The principal and the guidance counselor are black and the assistant principal is white. The city of Lanett, Alabama is located in eastern Alabama and according to the 2010 Census has a population of six thousand, four hundred, sixty-eight persons. Fifty-eight percent of the city's population is black while thirty-nine percent is white. The Hispanic population is two percent. American Indian, Asian and Pacific Islanders total less than one percent of the entire city population. Since the 2000 Census, Lanett has experienced an eighteen percent decrease in total population. Twelve percent of the city's population who is over the age of twenty-five has a college education with a bachelor's degree or higher. Seventy percent of those over the age of twenty-five are high school graduates. The median household income of families in Lanett, Alabama is $24,570. Thirty-one percent of persons are below the poverty level. Lanett was among several adjacent communities who were built around and thrived because of the textile industry. Several years ago those manufacturing-based jobs along with the textile industries eliminated this source of support for our school. Recovery from the recent recession has been slow even though a new automobile industry has located in West Point, Georgia, a city adjacent to Lanett, Alabama. This industry along with its supplies is providing many job opportunities for members of our community. No major industries are located within the city limits of Lanett, only small businesses and retail stores. The faculty and staff have continued to provide innovative educational opportunities for the students at W.O. Lance Elementary as we strive to ensure that they have 21st Century skills necessary for successful lives.

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.

W.O. Lance Elementary School has made several notable achievements and notable improvements during the last three years. Student population at the school has increased slightly

from five hundred ninety students to Our Hispanic Population has increased from The school provides an after-school program (STARS) for sixty-five students. The students receive assistance with homework, additional math and reading instruction from highly qualified teachers and are exposed to a variety of enrichment opportunities. In addition, the STARS students are invited to participate in the Summer School program. W.O. Lance Elementary School offers a Pre-K camp for future kindergarteners at the school during the month of June. This popular program began in 2012 and work to prepare young students for kindergarten. There has been an increase in student participation in both the art and music classes at W.O. Lance Elementary School. The students have received state recognition for their artwork.The school received a grant for funding the PowerSchool (formerly STI Student Achievement/Chalkable) services. PowerSchool personnel assist teachers at the school in interpreting benchmark testing data in order to better meet student's individual academic needs in the areas of math and reading. Formative and summative testing are being utilized, and teachers worked with PowerSchool personal to create pacing guides for math and reading. W.O. Lance Elementary School is becoming more racially diverse compared to the last three years. As a result of this change of demographics, the school has developed and improved English Language (EL) plan which provides organized and structured methods to ensure that all students are able to have their educational needs met. A full-time ESL certified teacher is a future goal for W.O. Lance. Support from the City of Lanett has increased as evidenced by the purchase and installation of a new playground at First Street Park located next to W.O. Lance Elementary School. The cost of the playground equipment, landscaping, and fencing was approximately $100,000. The city leaders have provided additional allocation for special projects throughout the school district. State recognition for W.O. Lance Elementary students has increased through expanded participation in art, gifted classed and reading competitions at the state level. Plans exist for the expansion and use of the outdoor classroom area as well as expansion of the music program to include choral instruction.W.O. Lance added a second Pre-K class in the 2016-17 school year. It is funded for three years by and OSR (Office of School Readiness) Frist Class Grant. The program provides effective, high quality early childhood experiences that prepare students for school success and lifelong learning. To ensure students are provided high quality experiences, the Pre-K teacher and Instructional aide have successfully been trained in the following areas: High Scope Curriculum, Teaching Strategies GOLD, and OSR First Class Pre-K program and classroom guidelines. W.O. Lance has most recently received the Office of School Readiness Enhancement Grant to fully fund the building of a playground for the Pre-K unity during the 2015-16 year. W.O. Lance Elementary School started the 2017-18 school year with something new: an on-site Wellness Clinic staffed by a nurse, speech therapist, and a mental health therapist. It is a first for the Lanett City School System and is a model for other school systems. Technology Improvements:In a commitment to provide our students with access to up-to-date technology, each classroom teacher has a Promethean Board, LCD projector, teacher computer and at least 2+ student computers. Furthermore, two mobile Ipad carts, a mobile computer lab, and two mobile Chromebook carts. Wi-fi capabilities exists throughout the school. Each classroom has it's own access point. This school year, we are adding an additional 30 Chromebooks, an Ipad Pro for the Media Center and 60 Acer laptops. All computers have been updated to Windows 10 and Microsoft 2016. W.O. Lance has one large stationary computer lab and two smaller labs with desktop computers for classes to visit and work on projects & take assessments. The library media center has become a "hub of learning" through several additions of creative spaces. These additions are as follows: 1) 4 Osmo Learning Centers. The Osmo connects to the ipads and provides interactive practice in math, reading, drawing, and STEM activities, through technology. 2) A makerspace area where students can create, make, and tinker with plugged and unplugged activities. Critical thinking and creativity are heightened! 3) Lance Live is our daily school news broadcast. Sixth grade students make up the school news crew where they record, edit and publish the daily school news. 4) 12 Dash and Dot robots are available for students to practice coding skills and algorithms. 5) A Lego center has been established among several other creative building stations. The above

items were acquired through community donations and donarschoose grants. Becky Sands, a retired highly qualified STEM (Science, Technology, Engineering, & Math) teacher visits W.O. Lance weekly to engage classes on a rotating schedule in STEM activities. Mary Andrews, district gifted/enrichment specialist, serves as the new STEM Coach for both schools. All students participate in STEM activities in order to promote the use of higher order thinking skills. One important component of STEM is to provide related career information specifically related to science, technology, engineering and math. During the 2015-16 school year, W.O. Lance began participating in A World In Motion (AWIM) Program funded by KIA Motors of West Point, Georgia. This program provides training and professional development for teachers in grades one through six. Upon completion of training, teachers received multiple sets of the seven different kits offered. Many teachers at W.O. Lance Elementary School have take the time to write grants funded through the Donars Choose program in order to receive materials which enabled them to better meet the educational needs of their students. Due to the recent ransomware attacks and to increase our school security, students now have individual login credentials to access all devices within the school. Our technology team is in the process of creating Clever Badges for our younger students to have easier access of logging in to devices while still protecting the integrity of devices.

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 StatementPreparing Lanett Students toLive   * Learn   * LeadMission StatementLanett City Schools will provide a supportive and rigorous educational environment that produces responsible, self-motivates students who are prepared for the future.Values and 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.

Additional Information

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

None 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 <u>every</u> 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. <u>All</u> 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.).

Mr. Heard assembled a group of individuals to collective work on the Continuous Improvement Plan (CIP) represented by many grade levels and disciplines. These individuals were notified of this responsibility during pre-planning in August. Any stakeholder may serve on the CIP committee. Parents at any time may request to serve on the committee. All CIP meeting are scheduled in the afternoons to ensure teachers and parents are available to attend.

2. List the Team Members and their respective Job Positions and Team Function being sure to include experts in each key program area. (Examples of program areas include Technology, Special Education, Curriculum and Instruction, Content Specialists, Leadership, Federal Programs, Career Technical, Project-Based Learning Specialists, etc.).

The stakeholder group was organized by principal, Jamie Heard. The committee consisted of the principal, assistant principal, the media specialist and a second- grade teacher. The group members collaborated and shared the responsibility of the plan.

3. Explain how the final plan was/will be communicated to <u>all</u> stakeholders and the method and frequency in which stakeholders will receive information on the status of activities and progress during the year.

The final improvement plan is presented to faculty and staff in a faculty meeting at the beginning of the school year. A flyer is given to parents to inform them of the information written in the CIP. Parents also have access to the CIP via the school website. Copies can be obtained from the school front office or at Central Office.

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C. Technology Diagnostics

Data Sources & Funding Sources

1. **Data Sources.** Select all sources of data <u>used</u> 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)

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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

The wireless network was completely updated and expanded to provide schoolwide Wi-Fi connectivity at W.O. Lance. In addition, the server was updated in 2016 making our server an area of strength. Teachers and students are now able to utilize more digital tools and devices within the classroom because of the increase in connectivity. The data source used was our inventory and Infrastructure Report. This year, new access points and switches will be purchased due to the addition of devices.

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

While one to two desktop computers were recently added to each classroom, ever-changing technology caused need for increase in all devices. For example, our 50 ipads are no longer compatible with certain applications and certain computers are not compatible with Windows 10 updates. As a direct result of increasing the schools inventory of digital tools, teachers and students have more opportunities to access technological productivity tools and gain invaluable experience with new forms of learning and creating. We also anticipate to continue having the need to purchase various forms of technological devices to replace any out-of-date or damaged devices in the future.. The data source used was technology inventory, professional development, evaluations, and lesson plans..

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

We will have to continuously address the need to increase student access to various forms of digital tools within the classroom. I.E. chromebooks, I-pads, tablets, laptops, etc. An increase in interactive technology will improve convenience and increase opportunities for collaboration within the classroom through a variety of resources would be beneficial. I.E. Active Expressions, ActiVote, document cameras,. We will need to continue to increase until we are closer to a one-to-one ratio. Due to the new technology standards, the need for students to reach mastery of these standards needs to be an area of focus for our students. At present, many of our students are not competent in technology due to a lack of technology in the home. School is the best outlet for them to be exposed to technology skills. One way that we are trying to combat this is by requiring our students to utilize typing,.com in order to increase their keyboarding skills. We are using data from College and Career Readiness 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

On going and purposefully professional development for teachers, administrators, and staff will continue to be provided by increase teacher instructional practice with technology. The professional development will be assigned and implemented as a need arises. Our professional development is designed to address weaknesses when identified. The data sources used are EducateAlabama and teacher technology surveys.

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 need would be to increase the number of available interactive technology. Having more devices would improve convenience to use and collaboration in the classroom. I.E. Active Expressions, ActiVotes, document cameras, etc.. Professional development will be needed as new technology emerges or teacher's needs arise. Currently, we have switched our school email to from webmail to Google. All of our teachers and students have google accounts at present. Professional development has been planned over the course of the year to expose our teachers to all of the aspects of the G-suite. We are using data from College and Career Readiness Standards and the teacher IMPACT technology survey.

1f. **Teacher Use - Productivity** - how teachers use technology for increased productivity
a) Identify the top 1-3 areas of need
b) Identify the top 1-3 areas of strengths
c) Identify the data sources

One need would be interactive technology to improve convenience and collaboration in the classroom with a variety of responses. We are using data from College and Career Readiness Standards.

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

The administrator needs to continue professional development on the use of current technological devices/software/apps utilized within the classroom. As a result, our administrator, will be able to ensure teachers are effectively utilizing technology in order to enhance and promote student learning in all areas. Digital tools such as document cameras, Promethean Boards, Chromebooks, computers, i-pads, tablets, ActiVote Clickers etc. can be found within classrooms. In relation, we plan to provide continued professional development concerning the use of the various digital tools previously listed. Additionally, professional development related to the utilization of various software and apps will be provided as needed. The data source is the Technology Impact Survey

1h. **Other** (Optional)
a) Identify the top 1-3 areas of need
b) Identify the top 1-3 areas of strengths
c) Identify the data sources

We need to continue to increase the use of digital student learning programs and digital textbooks. In relation, both our math and reading series textbooks are located on the ThinkCentral and Wonders website. Our data source was teacher surveys. At

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.

At the beginning of the 2019-20 school year, Active Inspire Software and PowerSchools training was provided by the reading specialist to all new teachers and veterans who were interested. All of the professional development listed above was done face-to-face. The Media Specialist and Technology Coordinator attended the AETC in Mobile, Alabama in June of 2019. All staff participated in a Technology Security Briefing following a districtwide ransomware attack in October.Google -Suite Training has been implemented for the current school year in order to train teachers in gmail, google docs, google sheets, etc...Digital Literacy Training by ATIM is also on the calendar for this 2019-2020 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 is purchased through Alabama Supercomputer. We have the base level of WAN that is provided by the State Department. Due to our traffic graphs, this is adequate at this time.LAN Infrastructure - We have multiple devices in each classroom. At least 3 or more hardwired computers along with roughly 100 Chromebooks plus 120 laptops that are supported under our LAN. Connectivity - We have 63 access points throughout the building that allows multiple devices to be connected at one time.Bandwidth - Devices are able to connected with minimal interruptions. As devices increase, the amount of bandwidth. Internet Access - Internet access throughout the school allows all students, teachers, and staff to connect with the internet on a daily basis providing avenues for students achievement.Information Security & Safety - Student safety (physical and digitally) is a number one priority in order to provide an atmosphere that best supports student achievement. Digital Content, and Digital Tools - Providing an array of digital tools for our students to access is priority in order to allow our students to compete in the ever-changing society we live in.

Data Compliance

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

Must attach a copy of the policy.

Yes.

ATTACHMENTS

Attachment Name

📄 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.

yes. 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.

Yes.

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.

<u>ATTACHMENTS</u>

Attachment Name

⊞ 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 school.

- **I certify**
- I do not certify

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Attachment Summary

Attachment Name	Description	Associated Item(s)
Goals, Objectives and Activities		• E
Lanett City Schools Virtual Learning Policy		• D.7
LCS Data Governance Policy		• D.5
LCS Data Governance Procedures		• D.6
LCS Inventory 2019		• D.3

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