

Lanett High School Technology Plan 2019-2020

ALSDE School Technology Plan 2019-2020

Lanett High School
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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?

Lanett High School is located in eastern Alabama, in the small city of Lanett, Alabama. Lanett has a rich history and once thrived as a "mill town". In December of 2006, the last of the major textile mills closed. This closing caused a major rift in the stability of local employment market. Subsequently, this caused a huge drop in school enrollment as many families moved away in search of employment elsewhere. In recent years, economic trends show signs of regeneration. The neighboring automotive industries have given Lanett a chance to see an increase in the number of families relocating to the area. Our school demographics have remained steady for the past several years. Students predominately represent the African-American race at 85%. 10% of our students are white, 2% are American Indian/Alaska Native, and 3% represents another race. In general, city demographics have remained steady as well. 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 25+ are reported to be high school graduates or higher. 17.8% of persons age 25+ 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. In spite of economic challenges in the local area, the city and school system has adapted to the loss of textile industrial based jobs and have emerged as a state-wide leader in student enrichment and learning opportunities. Lanett students enjoy small classes with a variety of options. We take great pride in the fact that we are able to offer superb teacher instruction and hands-on learning experiences for students using 21st century technology. All of our teachers have an interactive whiteboard in their classrooms. The library also houses a large, mobile, interactive whiteboard for use with instruction. Each department has a document camera or access to it, and teachers are able to check out mobile labs that contain laptops, iPads, or Chromebooks. Lanett High School also houses two well-equipped computer labs plus a lab that is specifically designated for online learning opportunities. We offer academic and extra-curricular opportunities that are both innovative and "out of the box". Examples of this include our Robotics team and our Engineering Research and Design class. LHS maintains high expectations for academics and behavior and we are excited about the future. It's a great time to be a Lanett Panther!

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 High School has a long-standing tradition of both academic and athletic success. Over the past few years, each senior class was awarded close to \$1,000,000.00 in scholarships. Last year, the senior class was awarded over \$1,000,000.00! There is an ongoing goal to increase our Science, Technology, Engineering, Technology (STEM) course offerings. We are steadily working towards improvement in this area. In the past, we partnered with Auburn University in the "BEST Robotics" program. BEST is the acronym for Boosting Engineering, Science, and Technology. The program inspires students to pursue careers in engineering, science, technology, and mathematics through robotics design. Through this partnership, goals of providing students with a real world engineering experience, incorporating the practical application of math and science, and preparing students to be technologically literate and thus better prepared to enter the workforce have been adopted. Additional goals include helping students develop leadership, project management, teamwork, and organizational skills, and developing students' confidence and competence through self-directed learning, decision making, abstract thinking, and problem-solving. We also offer other STEM focused programs. Lanett High School is currently an Alabama AMSTI school. Some of the benefits of being an AMSTI school include: hands-on, inquiry-based learning, research-based instruction, and highly trained teachers that have received grade and subject specific professional development that is highly applicable to their own classrooms. Students have the opportunity to participate in various Career and technical Education programs both on and off campus at the Chambers County Career and Technical Center. These stem-focused programs include: industrial maintenance, machine technology, automotive technology, and a new utility lineman's course. Each of these programs incorporates a high concentration of science, technology, engineering, and math. We now offer an Engineering Research and Design course which will hopefully lead us toward having a fully functional stand-alone robotics program. Students have been very successful in athletics over the last couple of years. We believe that athletics is an important component of our school as it not only provides an outlet for natural talent, but it promotes teamwork, and builds character, leadership, and good communication skills, which are all necessary life skills. Our basketball teams, both male and female, have participated in prestigious tournaments such as the Mississippi State "Slam Dunk at the Hoops" contest and the Bob Jones Tournament in Huntsville, AL. Our boys' basketball team won the state championship for three years in a row, and advanced to the semifinals last year. Our girls' basketball team advanced to the sub- regional championship games again last year. Lanett High's track and field team has competed on the state level and has won two back to back state titles in previous years. Last year alone, several students placed 1st in numerous events. In football, the team has advanced to the state playoffs. Our female Volleyball team has garnered a lot of interest and participation. Other areas of notability include music and the arts. New measures to increase the number of students participating in our music/band program have been put in place. Although, numbers still need improvement, there has been evidence of growth. We will continue to focus on new and creative activities which will allow for students to increase their knowledge and musical background. Each year, we look for ways to increase parent involvement. Several opportunities are made available for parents to visit and play an active role in building the lives of our students. Some of these opportunities include orientation programs, Parent Night & Open House in the fall and spring, Parental Involvement Week in the fall and through support groups such as our Athletic and Band Booster organizations. We will continue with our efforts throughout the year to host parent focus groups that will be designed to allow parents to have open conversation and offer feedback on programs and future plans. The expected outcome is that parental support and awareness will increase and stakeholders within the community will be more supportive.

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 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.

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 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.).

This year's continuous improvement and technology plan process began with the selection of faculty members, parents, and other stakeholders. The school administration selected faculty members with experience with various school improvement plans in previous years while soliciting new committee members due to a need to cross train the staff and foster new ideas while providing equitable distribution of duties among the staff. Parents that indicated that they had interest in serving on school committees were given invitation to serve as an official member of the committee. This partnership has allowed for parents to voice their concerns and provide feedback and ideas that could be incorporated into the school's improvement and technology plans for the 2019-2020 school year. Stakeholder feedback documents/surveys and verbal suggestions were evaluated upon completion and committee meetings were scheduled to ensure all deadlines were met. The plans are presented to the faculty for final approval, then submitted to the school board for approval at the November 2019 meeting. A summary of the plan, as well as a copy of the school Parental Involvement Plan, will be distributed to parents. Electronic copies of plans will also be placed on the school website for parents to view.

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.).

Mr. Bryant Lumpkin, Principal; Ms. Sharon Smith, Librarian, Hilda Carlisle, Business Technology, Ms. YaShika Odom, Counselor.

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 Continuous Improvement and Technology plans at the monthly board meeting in November 2019, the contents of the plans are communicated to our stakeholders in the following ways: an informational flyer with the main points of our Continuous Improvement plan will be sent home to parents. The plan will be presented to parents and students at our 2nd Semester Open House in January 2020. An electronic copy will be placed on the school's website at www.lhs.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)

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 43% of teachers said they have sufficient digital devices and tools to effectively integrate technology into their teaching. This is about the same as the response from the previous school year (2018-2019). Access to digital content: only 64% of teachers said they have sufficient access to online digital resources. This is a decrease of 14% 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 43% of teachers said they have sufficient digital devices and tools to effectively integrate technology into their teaching. This is about the same as the response from the previous school year (2018-2019). Access to digital content: only 64% of teachers said they have sufficient access to online digital resources. This is a decrease of 14% 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). 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 71% of teachers said "Yes". This is an increase of 15%, but we want all teachers to attend a sufficient number of sessions. Use technology to communicate with students, parents, and others using digital tools. Only 25% of teachers said they routinely do this. Promote and model digital etiquette and responsible social interactions related to the use of technology and

information. Only 44% of teachers said they routinely do this. b) My principal supports and promotes integrating digital resources and tools in my classroom. 86% of teachers said "Yes". I am familiar with my school's and district's Technology Plan. 79% of teachers said "Yes". c) Alabama Educator Technology Survey 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) My district provides useful professional development in the area of effectively using digital tools in the classroom. Only 64% of teachers said "Yes". This is actually an increase of 8%, but we want all teachers to feel they are provided with useful PD in this area. I plan lessons that teach digital literacy. Only 13% of teachers said they routinely do this, which is a decrease of 9% from the previous school year (2018 2019). b) I am familiar with my school's and district's Technology Plan. 79% of teachers said "Yes". 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) I use technology to communicate with students, parents, and others using digital tools. Only 50% of teachers said they routinely or frequently do this. I plan activities that promote individual and collaborative student reflection using digital communication tools. Only 19% of teachers said they routinely or frequently do this. b) none c) Alabama Educator Technology Survey 2019.

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 Alabama Technology Teacher Survey administered in 2019, 71% of teachers said they were familiar with the school and district technology plan. This is a decrease of 1% from 2018. On the Alabama Technology Teacher Survey administered in 2019, 43% of teachers said they have sufficient digital devices and tools. This is decrease of 29% from 2018. b) none were noted. c) Alabama Educator Technology Survey 2019.

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) None. b) Our administrator uses technology to communicate with faculty, staff, and community members. One example is using Google Drive to maintain documents all teachers use, such as our school calendar, notes about pep rallies, and class rosters. c) Staff observations.

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

There were no strengths or needs noted for other technology program areas.

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 LHS 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 LHS Goals		<ul style="list-style-type: none"> • E
 LCS Data Governance Policy		<ul style="list-style-type: none"> • D.5
 LCS Data Governance Procedures		<ul style="list-style-type: none"> • D.6
 LCS Inventory 2019		<ul style="list-style-type: none"> • D.3
 LCS Virtual Learning Policy		<ul style="list-style-type: none"> • D.7