

Dothan City Schools District Technology Plan 2021-2022

Dothan City Board of Education

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United States of America

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ALSDE District Technology Plan 2021-2022

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?

Dothan City Schools serve almost 8,215 students housed in 18 schools: eleven primary schools, two middle schools, one high school, and one virtual school. The district also has a Pre-school/Head Start program that serves 222 students, an Early Education Center that serves 117 students, and an alternative school. Each school has its own signature or emphasis with Carver Elementary being a STEM school. Through a recent restructuring, the city is united into one high school zone for Dothan High School and one middle school zone for Dothan Preparatory Academy, and the 9th Grade students attending Carver 9th Grade Academy. The Dothan High School campus also houses the Dothan Technology Center (DTC) that serves all high school students. Class offerings provide students with an array of rigorous coursework to help prepare them for advanced learning and a wide range of career opportunities. Career clusters offered by Dothan City schools include Architecture and Construction, Arts, Audio-Video Technology and Communication, Business Management and Administration, Health Science, Hospitality and Tourism, Human Services, Information Technology, Science, Technology, Engineering and Mathematics, and Transportation, Distribution and Logistics. PASS Academy, Providing Alternative Student Service, began in 2002. PASS Academy provides an alternative setting for students for academics and/or discipline reasons. Administrative hearings are held to determine placement for students returning from juvenile facilities or for students receiving special education services. Students receive online instruction through the Odysseyware and Edgenuity program. For the 2021-2022 school year DCS created Dothan City Virtual School hosted on the DPA campus to provide virtual learning opportunities for students in our area. The

percent of students receiving free and reduced lunches at each school is as followed: Beverly Intermediate School =73%, Carver 9th Grade Academy=60%, Carver School of Math, Science, and Technology=42%, Dothan City Virtual School=60%, Dothan High School=49%, Dothan Preparatory Academy=60%, Dothan City Early Education Center=51%, Faine Elementary School=93%, Girard Intermediate School=84%, Girard Primary School=80%, Head Start/Pre-K=85%, Heard Elementary School=51%, Hidden Lake Elementary School=73%, Highlands Elementary School=20%, Kelly Springs Elementary School=59%, Selma Elementary School=80%, and Slingluff Elementary School=82%. Demographics: There are 250 students in the District that are identified as English Language Learners. 15.6% of the district's students are identified as needing special education services. Dothan City Schools has a Pre-School/Head Start Program that serves approximately 324 children. There are fifteen classes at the Head Start Center, one class in Rehobeth, one class in Webb, one class in Cottonwood, and one class in Ashford. The enrollment for Dothan City Schools has declined over the last five years. The enrollment for the 2015-2016 year was 9,334 students compared to the enrollment of 7,891 students in 2020-2021. The average daily attendance for the school system is over 95%. The Dothan City Schools system employs 1,163 people. There are 619 certified employees and 482 support staff employees. Located in the southeastern part of Alabama, Houston County is in the heart of the state's Wiregrass region, which produces one-fourth of the nation's peanuts, rightly earning it the title of Peanut Capitol of the World. Houston County was created by an act of the Alabama State Legislature on February 9, 1903, making it the newest of Alabama's 67 counties. Dothan is the largest city in Houston County and has served as the county seat since 1903. Dothan is a growing city, with a 2020 population of 70,149, it is the 7th largest city in Alabama and the 529th largest city in the United States. Dothan is currently growing at a rate of 0.87% annually and its population has increased by 7.10% since the most recent census, which recorded a population of 65,496 in 2010. Dothan reached its highest population of 70,149 in 2021. Spanning over 90 miles, Dothan has a population density of 782 people per square mile. The average household income in Dothan is \$70,479 with a poverty rate of 18.81%. The median rental costs in recent years come to \$751 per month, and the median house value is \$150,700. The median age in Dothan is 39.6 years, 37.2 years for males, and 41.5 years for females. 61.82% were white, 33.58% were African -American, 2% were Hispanic, and 1% were Asian. As of 2021, the high school diploma holder rate for those 25 and older is 87.4% and the percentage with a bachelor's degree or higher was 25.48%, both slightly above the Alabama state averages. 18.81% of people in Dothan live below the poverty line, just above the state average. Dothan City Schools is ranked as one of the top three employers in Houston County, ranking just behind the Southeast Health and Flowers Hospital. Other large employers include the City of Dothan, Perdue Farms, Inc., a poultry processing plant, and Michelin Tire

Corporation. Dothan offers a number of recreational opportunities to visitors. Citizens of Dothan and its visitors enjoy nationally recognized sports facilities such as Westgate Park, Westgate Softball Complex, Westgate Tennis Center, and Rotary Miracle Field. Dothan is home to the Future Masters' Golf Tournament and to the Robert Trent Jones Golf Trails' Highlands Oaks as well as the annual host to the Southern Regional Karate Championships. Landmark Park is a 100-acre living history farmstead circa the 1890s that was typical to this area. Each Fall Dothan hosts the National Peanut Festival, paying tribute to the area's contribution to the peanut industry. There are a number of other attractions in downtown Dothan. The Wiregrass Museum of Art features rotating exhibits of regional and national artists as well as a classroom/studio and a children's hands-on gallery. The downtown area offers motorists a pictorial history of the town through a number of colorful murals on various city buildings. The Dothan Opera House is an impressive Neoclassical Revival structure that dates from 1915. The Mule Marker in Poplar Head Park pays tribute to the animal that played a major role in the Wiregrass region's early development. Dothan City Schools has partnered with Wiregrass Foundation, a grassroots community group, to develop a co-owned strategic plan for excellence for education. Education is a shared responsibility among students, parents, schools, and the community. This reform effort seeks to unite all stakeholders in the common goal of transforming Dothan City Schools into institutions that prepare our youth for education after high school and for the world of work in the 21st century.

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.

Student achievement for students enrolled in Dothan City Schools has consistently been comparable to Alabama state average proficiency in Reading, Math, and Science as evidenced in the two-state assessments, Scantron and ACAP (Alabama Comprehensive Assessment Program). While enrollment has fluctuated within this three-year period, our students have maintained proficiency levels comparable to state averages and have adapted to remote/virtual learning utilizing various online platforms to support teaching and learning. However, disaggregated data among the reporting subgroups reflect that there are significant gaps that are consistent within the three-year period. As our instructional teams review the data and conduct needs assessment, we note that to truly reflect student knowledge, more training for students in the use of technology particularly at the lower grade levels is a need to be addressed. Therefore, moving forward, the team members initiated a phased approach to addressing the following needs: o to focus attention and implementation on equal access to devices and internet; every classroom

(interdisciplinary) addressing technical vocabulary; high-quality instruction and professional development in the form of a blended approach instructional model i.e. asynchronous and synchronous; ongoing communication plan with parents and stakeholders in utilizing digital resources. o to monitor and manage ongoing online available tutorial sessions created as professional development and self-help for teachers, students, parents, and the community.

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 the Dothan City School system is to challenge all students with an exciting, rigorous, and relevant delivery of curricula designed to prepare them for the challenges they will face in the 21st Century global economy. This common vision is contained in the belief that all children matter and can learn rigorous and relevant 21st-century information to improve their knowledge and skills. The mission of the Dothan City Schools is to empower all students for the choices and challenges of the twenty-first century. We believe that we should teach students to respect themselves, others, and the environment; that we should teach students to participate productively and responsibly in a rapidly changing society; that we should teach them to communicate effectively; that we should teach them to use cooperative and independent learning strategies; that we should teach them to apply problem-solving processes; and that we should teach them to set and meet high standards.

Additional Information

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

Our Exceptional Student Services Department, as well as our Mental Health community leaders, have developed a school-based mental health program that provides on-site mental health service including preventative and crisis intervention. The Alabama Department of Mental Health and the Alabama Department of Education has identified the need for a greater integration of mental health services in the public schools. There is an increasing concern about the growing number of children and adolescents who experience difficulties associated with the adverse effects of social and emotional disturbance. In school-age children and adolescents, unmet mental health needs can cause negative and oftentimes tragic long-term consequences. Those may include dropping out of school, substance abuse, a lack of vocational success, and inability to live and function independently. Individual student records are confidential and information is not shared with school staff without parent consent. All services will be provided in a quiet, private, and confidential space in each school. Neither students nor parents will be billed for care.

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.).

Our stakeholders were key administrative staff at the District level. The input was gathered electronically from Special Education, Child Nutrition, ESL, Testing, Career Tech, Federal Programs, and Technology. The Principals selected their respective representatives. These representatives communicated and worked collectively as needed on school technology plans. They referred to the District plan to help formulate their school plans.

2. List the Team Members' names and their respective Job Positions 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 stakeholders included Tonya Grier (Director of Child Nutrition), Alicia Hales (Director of Special Education), Maria Johnson (Director of Curriculum), Ryan Richards (Workforce Coordinator), Debra Wright (Auxiliary Services/Testing) Lee Jacobs (Director of Federal Programs), Chris Duke (Director of Career Technical) and Jeremy Green (Director of Technology) to assemble the District technology plan. Each stakeholder was given authority and responsibility to collaborate and provide input on a plan that we could attain and sustain.

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 District technology improvement plan will be assembled for reference by the individual school plans. The finalization of the school plans will take place after stakeholders refer to the District plan to ensure compliance and completeness. The final District plan will be emailed and posted electronically for review by all stakeholders.

C. Technology Diagnostics

Data Sources & Funding Sources

1. **Data Sources.** Select all sources of data used for planning. (Check all that apply)
If Other selected, enter in comments.

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

COMMENTS

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)**

COMMENTS

IDEA Funding (Federal)

D. Needs Assessment

Use the needs assessment to write your objective and activities in section E. Alabama Technology Plan Goals and Activities.

Technology Program Areas

1a. **Technology Infrastructure** - WAN, LAN, wireless access points, network switches, etc.

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

a) Needs 1) We need to plan for a new unified threat management platform to better detect threats on our network and increased reporting capabilities in a single pane of glass platform to be more proactive as well as reactive to any threats identified. 2) We need to add multi-factor authentication for users and vendors with VPN remote access and web-based platforms for administrators 3) We need to further segment our network into VLANs and restructure our wireless network to accommodate current user requirements while complying with local, state, and federal regulations for logging and monitoring. b) Strengths 1) We recently upgraded from 1Gbps to 1.5Gbps of monitored internet bandwidth that is shared between all of our sites. We will continue to upgrade our available bandwidth to meet the FCC recommendation of 1Gbps per 1,000 students to provide adequate bandwidth for added devices and resources on our network. 2) We just upgraded our entire datacenter racks, servers, switches, virtual environment, backup system and servers in addition to our endpoint virus/malware/ransomware software. This will allow for increased device security, data storage and protection, speed, and capabilities for our system to better serve our students, educators, and administrators. 3) We are working towards upgrading all of our desktops and laptops to Windows 10 and ensuring that all devices are on the domain so that they can be centrally managed using Microsoft System Center Configuration Manager that enables up to push windows updates, drivers, applications and ensures compliance. c) These strengths and needs were identified by school walk-through, feedback from users and administration, security audits, and Inventory Reports.

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) Inventory Needs 1) There are a few of the schools that still have some of the older Promethean boards installed and we are working to upgrade them to the ViewSonic Interactive Flat Panels. This is something that we will have to phase in and is limited to funding availability at each of the schools 2) We need a reporting system integrated into our inventory system that will automate the generation of assets that need to be replaced in our district every 5 years. 3) We need to finish phasing out the iPads/Apple devices in our district so that we can run Windows and Chrome OS devices to ensure compliance, monitoring, and security on all staff, faculty, and student computers. b) Inventory Strengths 1) Each school has at least one Chromebook per student. While we are not 1:1 where a student is assigned a device that goes with them throughout the day and home as well, we have ensured that there is an adequate number of devices in each classroom for the number of students that attend. 2) All Windows and Chrome devices in our district are monitored to ensure that they receive the most recent security updates, application updates, malicious activity, and performance through Microsoft SCCM, Google Workspace Admin Console, and Sophos Central Security. c) These strengths and needs were identified by school walk-throughs, Surveys, and Inventory Reports.

1c. **Student Learning** - subject area processes and content; 21st Century 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) Identify the top 1-3 areas of need 1) In-house or State developed technology training for grades K-8 with the corresponding Rubric 2) More concept-oriented technology training instead of keystroke-oriented teaching to prepare for changes in technology, along with hands-on, small group instruction 3) More technology application and integration into the core curriculum b) Identify the top 1-3 areas of strengths 1) Students are consistently challenged and encouraged to utilize technology to complete assignments within course standards. 2) Our technology training addresses life skills and CCRS standards. 3) Edgenuity, Odysseyware, and ACCES online curriculum as well as other district-wide applications are being used across all grade levels for remediation, acceleration and to create individual learning paths for students to use attending class in the traditional brick and mortar setting or virtually. c) These strengths and needs were identified by Surveys and Tech Program Audits.

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) Needs 1) Technology Instructional coaches for sustained relevant technology PD in the elementary and secondary levels. 2) More technology PD for administrators so they can make wiser purchasing decisions and better evaluate technology usage. 3) More technology PD on relevant tools for clerical staff. b) Strengths 1) A large amount of District local funds has been allocated and spent on PD to address "signatures" of schools. 2) To maximize exposure, we have used a collaboration product for the delivery of PD throughout the District. 3) Principals are being encouraged to use the train-the-trainer model for their staff. c) These strengths and needs were identified by 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) Needs 1) More collaboration between classrooms that extend beyond building borders to emulate the business world. 2) More use of State & local provided resources such as ALEX, ACCESS, IXL, AVL, and APT+. 3) More LMS based classes designed and maintained by teachers within our District for students to access anytime, anywhere b) Strengths 1) Teachers receive training and encouragement to teach using a blended environment. 2) Interactive flat panels are installed in almost every classroom in the district. 3) Teachers and students are encouraged to use Web 2.0 collaboration tools like Google docs, sheets, etc. c) These strengths and needs were identified by Surveys.

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) Needs 1) Need teachers to embrace and nurture an environment that supports innovative uses of technology. 2) Teachers meet local, state, and national technology standards. 3) Teachers appropriately and regularly assign learning activities that integrate the use of technology tools. b) Strengths 1) Teachers use technology to gather and analyze data for improving student achievement. 2) Educators will foster and nurture an environment that supports innovative uses of technology. 3) Teachers are actively supporting technology PD to enhance their productivity. c) These strengths and needs were identified by Surveys.

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) Needs 1) For Administrators to meet local, state, and national standards for technology integration. 2) More technology PD for Administrative staff. 3) Administrators use a variety of evaluation data to make decisions related to technology. b) Strengths 1) Administrators use technology regularly to gather and analyze data to assess instructional effectiveness 2) Administrators use technology to communicate with stakeholders at the local, District, and State levels. 3) Administrators are mandating the use of technology tools within their authority c) These strengths and needs were identified by Surveys.

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
 - n/a

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:** Projected number of hours/days.

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.

We encourage the "train-the-trainer" approach to PD in our District for professional development. We try to use face-to-face onsite training when possible with a variety of trainers including Technology-In-Motion trainers and in-house staff. We also hire third-party trainers when necessary. Administrators are encouraged to participate in technology training to help them evaluate the effectiveness of teachers using technology. Teachers are encouraged to aid in technology integration with a focus on classroom use of Chromebooks in grades 4-12.

Inventory

3. **Inventory** - The Technology LEA Inventory will be completed in a spreadsheet. A link will be provided by your regional contact.

- **I certify that I have completed the Technology LEA Inventory.**

- I have not completed the Technology LEA Inventory.

ATTACHMENTS

Attachment Name



Technology Inventory 21-22 ALSDE

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. We use Ruckus switches throughout our District including all remote locations both instructional and non-instructional facilities. All electronics are managed and password protected. We provide a 1Gbps fiber connection from the Central Office to all schools. We have a 10Gbps pipe incoming to the Central

Office to handle school traffic. LAN Infrastructure. We provide 100Mbps or 1Gbps connectivity to all computers through copper and/or fiber connections within the schools. We have over 35 virtual servers at the Central Office providing centralized access to the Internet, email, student information systems, and common classroom and clerical applications. Connectivity and Bandwidth. The Central Office is connected to all schools by 1Gbps fiber-optics. All non-instructional facilities are also connected by 1Gbps lines to a central communications cloud that connects to the Central Office by fiber-optic cable to handle the combined loads. We have upgraded to Ruckus switches throughout the District. We have about 35 virtual servers at the Central Office providing Internet proxy access, student information system, common classroom apps, and clerical applications. Internet Access DCS uses the Alabama Super Computer Authority as our ISP and is connected to them by way of a 1.5Gbps fiber from our Central Office which was upgraded this year from our previous 1Gbps connection. Information Security & Safety We currently use a Palo Alto firewall to connect our network by way of a VPN to the State Department of Education. This firewall is maintained by the Alabama Super Computer Authority. We use this source for the maintenance and configuration of the firewall. We also use them as one of our Internet filtering services for all students and staff. We compliment this filter with a local appliance from Lightspeed that monitors many different protocols enabling us to detect and block inappropriate Internet activity. Our network is comprised of managed switches that are password protected. We use Sophos Intercept X Advanced for servers and endpoints to protect against malware, virus, and ransomware. It provides us with centralized management and monitoring of our anti-virus. It also provides us with a listing of unprotected computers that may exist on the network. We have no computers within our Domain with an external IP address. Digital Content DCS has achieved more than a 1:1 student to computer ratio and has implemented over 10,000 Chromebooks. Computers located in classrooms, labs, and media centers are equipped with access to horizontal applications including word processors, spreadsheets, databases, presentation packages, and Internet access. The Alabama Virtual Library (AVL) is accessible from all of these locations. Networked applications include applications from Think Central, OdysseyWare, Advanced Learning System, and Pearson Learning. The Advanced Learning System software is used in the secondary schools for remediation and credit recovery. The emphasis throughout the District has been placed on converting to browser-based applications including Book Systems Atrium for library management and Renaissance Place that includes Accelerated Reader. Some elementary and all middle school students have access to online keyboarding and technology application training. All secondary students have their own logins, passwords, and secure network storage that is accessible from any computer in the district. Our goal is to continue centralizing applications thereby enabling students to have access to virtually any hardware from virtually

anywhere, anytime. This will allow us to accommodate students that transfer between schools in the district, home-bound students, and students that have been relocated for disciplinary purposes. It is our goal to provide all students with the same resources. Digital Tools. We monitor Internet web "Traffic" sites constantly to determine our web usage. We use electronic and digital wired and wireless testers to troubleshoot network problems. We use network device monitoring tools that include Solar Winds, MikroTik, and Microsoft System Center Configuration Manager. We also use ADtools from Dove Systems and PowerShell for quick importing of students into AD and bulk changes.

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



DCS Data Governance Poicy 21-22

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

ATTACHMENTS

Attachment Name



DCS Data Governance Procedures 21-22

Virtual School Plan

7a. Attach the Virtual School Plan option for eligible students in Grades 9-12 pursuant to ACT # 2015-89, Section 1(a).

Must attach a copy of the policy.

See attached Virtual School Plan

ATTACHMENTS

Attachment Name



DCS Virtual School Program and Policy



Dothan City Virtual School - Progression Guide

7b. Please select your Virtual School Provider. Select all that apply.

■ ACCESS

Vendor (enter vendor name in comments below)

■ Other (enter in comments below)

COMMENTS

Edgenuity Odysseyware Schoology

E. Alabama Technology Plan Goals 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 [Alabama Technology Plan Goals and Activities](#) spreadsheet.

Step 2: Upload Alabama Technology Plan Goals and Activities spreadsheet.


I have completed and uploaded the Alabama Technology Plan Goals and Activities spreadsheet.

I have not completed or uploaded the Alabama Technology Plan Goals and Activities spreadsheet.

COMMENTS

ATTACHMENTS

Attachment Name

 Dothan_City_Goals_and_Objectives 21-22

F. Surveys

Surveys should be completed each year from April 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 and Administrator Technology Surveys have been completed for this district.

- I certify
- I do not certify

COMMENTS

G. District Assurances

The last step before locking 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



DCS District Assurance 21-22 - signed

Attachment Summary

Attachment Name	Description	Associated Item(s)
 DCS Data Governance Poicy 21-22	DCS Data Governance Poicy 21-22	• D.5
 DCS Data Governance Procedures 21-22	DCS Data Governance Procedures 21-22	• D.6
 DCS District Assurance 21-22 - signed	DCS District Assurance 21-22 - signed	• G
 DCS Virtual School Program and Policy	DCS Virtual School Program and Policy	• D.7a
 Dothan City Virtual School - Progression Guide	Dothan City Virtual School - Progression Guide	• D.7a
 Dothan_City_Goals_and_Objectives 21-22	Dothan_City_Goals_and_Objectives 21-22	• E
 Technology Inventory 21-22 ALSDE	Technology Inventory 20-21 ALSDE	• D.3