ALSDE District Technology Plan 2019-2020_10012019_09:35

ALSDE District Technology Plan 2019-2020

Franklin County Board of Education
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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?

Franklin County School District is located in Northwest Alabama. The schools are located in predominantly rural communities. The county has an approximate population of 30,000 residents with an annual median income of slightly less than $30,000. Franklin County Schools is comprised of 10 schools including a centrally located Career-Technical Center. The current student enrollment is 3,562 across the district. This enrollment includes 1,674 males and 1,888 females. Our district is mainly Caucasian with 2,992 and 850 Hispanic. The remaining few are comprised of African-American, American Indian and Multi-Race. Our free/reduced percentage is 57%. Certified personnel number 317 and non-certified number 215 for a total of 532. Three years ago our neighboring school district passed an out of district fee. This resulted in an influx of students into our district. Over the years, this has resulted in approximately 100 extra students being enrolled into the Belgreen or Tharptown schools. This has caused overcrowding and new facilities have had to be constructed to deal with the issue. Additionally, a small tornado extensively damaged the Vina band room and science lab. New construction is ongoing on that campus to replace that building. New facilities are either being constructed or planned at Red Bay to replace outdated facilities and equipment. Finally, Red Bay Pk-12 school was split this year into a Pk-6 elementary and a 7-12 high school.

Notable Achievements and Areas of Improvement

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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.

School safety was a notable achievement over the past few years. ID scanners and intercoms have been installed on all front entrance doors and scanners have been installed on most secondary entrances making campuses more secure. We have added a new flight simulation class to our Career-Technical program. Students are able to pursue a pilot's license while attending high school. State report card scores showed an improvement over previous year's data. Following the state Literacy Act, students that are now in first grade will be reading on grade level by the time they finish third grade. Faculty and staff will be moving to the new PowerSchool Student Information System. We aspire to improve on State Report Card scores continually over the next three years.

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: Every student will persevere to reach his/her highest social, emotional, and academic potential. Mission: Preparing all students to become creative ethical, and critical thinkers for lifelong success in a global society. Belief: Education is a partnership among students, parents, educators and the community guiding all students to become productive and responsible members of a global society.

Additional Information

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

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B. Stakeholder Involvement

Stakeholders are all the people that the plan will impact directly and indirectly. The Stakeholders have vested, real interests in ensuring the highest quality educational experience for every student. They may be partners, employees, teachers/faculty/staff, board members, community members, parents, and, of course, students themselves (former, current, future).

The Overall Planning Team should be comprised of representative stakeholders who should be involved according to levels of expertise and closeness of impact. Involvement spans a range from an input/advisory capacity to writing/expert levels. For example, it is helpful to have a Core Writing Team comprised of key program experts responsible for creating the basic content for input by the Overall Planning Team. Subgroups may be formed according to levels of involvement. All should clearly understand their roles and expectations in the process and final plan produced.

    1. Describe the process used to engage and solicit input from a variety of stakeholders in the development of the plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate various levels of input into the plan (For example, levels may range from the Core Writing Team to Advisory capacities.).

> A variety of stakeholders are chosen throughout the district and informed through verbal or email discussions. Meetings are scheduled at various times throughout the school year and those unable to attend receive email or phone calls to inform of information discussed at meetings. Administrators also typically want to include a lead member from school technology team on the district team.

    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.).

> Team Members: Sandra Guinn, DTC Johnny Cleveland, Asst Superintendent Theresa Garrard, Parent Tim Burks, Network Administrator Robynn Bragwell, CNP Director Luanne Vickery, Testing Coordinator Matt Wilemon, Technology Specialist Jennifer Whitfield, SPED Coordinator Jennifer Warhurst, Principal Ken Dobbs, Technology Specialist Lorie Scott, Counselor Sharon Sparks, Counselor Johnny Cleveland, Assistant Superintendent, Robynn Bragwell, CNP Director Patti Swinney, Media Specialist, Vina School Doris Holderby, Teacher, Franklin County Career-Technical Center Lorie Scott, Counselor, East Franklin Jr. High School Theresa Garrard, Parent Sharon Sparks, Vina High School Jennifer Whitfield, SPED Coordinator Luanne Vickery, Testing Coordinator Darit Riddle, Administrator, Phil Campbell High School

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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.

School technology plans are maintained at individual schools. State approved district plan will be available on district website.

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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)

    <u>**COMMENTS**</u>

2. **Funding Sources.** Select the most probable Funding Sources for each activity.

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(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

> One school needs to be rewired to have standardization across the district; new server needed; additional funding for technology. Wiring completed for FACs and Agriculture building at Belgreen; virtual labs located throughout the district; wireless access. Administrators and Technology Specialists, Survey data from teachers

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

> Additional mobile devices needed to move toward one to one environment; Replacement of end-of-life mobile devices Secured grants to provide additional devices to the network; wireless access points; Technology inventory, Teacher surveys; Technology Department needs assessment.

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

> Digital Literacy on subject such as cyberbullying and safety; teaching components of the Computer Science Course of Study; Teaching towards the SAMR model. Students are provided with multiple ways to demonstrate learning and mastery using technology; Teachers model creative and innovative thinking and inventiveness using digital resources; Survey data from teachers

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

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Few teachers used professional development resources provided by ALEX and AVL; Additional funding needed for technology professional development; More professional development needed during the school year Teachers participate in Summer Swap-a-Day professional development Survey data from teachers; Swap-a-Day rosters

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

Few teachers utilize Google Apps or Skype to collaborate with other professionals; Teachers model creative and innovative thinking and inventiveness using digital tools and resources; Teachers provide multiple ways of demonstrating learning and mastery using technology Survey data from teachers

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

Few teachers are able to use the school network from home; Digital textbooks are scarcely used Teachers communicate with students and parents using digital tools; Teachers use email to communicate with colleagues; Survey data from teachers

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

Resources such as Google Apps and Skype are needed for interacting with colleagues; Email is used for communicating with staff; Social media is used to promote the school Survey data; Observation and communication with administrators

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

Professional Learning

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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.

PowerSchool Learning A. Face to Face B. 2-3 Hours C. Teachers and Administrators D. Presented by Tech Coordinator and other district staff. PowerSchool Student Information System A. Face to Face and online B. 5+ Hours C. Teachers and Administrators D. Train the trainer staff Blackboard Web Page design and Calling System A. Online B. 4-5 Hours C. Teachers and Administrators D. Vendor provided Imagine Math A. Face to Face B. 2 Hours C. Teachers and Administrators D. Vendor provided Google Training A. Face to Face B. 2 Hours C. Teachers and Administrators D. Technology Staff

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 Attached

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Attachment Name

⊞ Franklin County Technology Inventory 2019-20

Infrastructure

4. **Infrastructure** - Describe how your infrastructure and inventory supports student achievement at all locations. Use the following terms as headings in your description:

· **WAN Infrastructure**
· **LAN Infrastructure**
· **Connectivity**
· **Bandwidth**
· **Internet Access**
· **Information Security & Safety**
· **Digital Content, and Digital Tools**

If uploading attachment with the information, please type *See Attachment* in text field.
See Attached

ATTACHMENTS
Attachment Name

📄 Franklin County Infrastructure Questions

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

📄 Franklin County Schools 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

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and reporting as defined by the data governance and use policy?

Must attach a copy of the procedures.

yes

ATTACHMENTS

Attachment Name

📄 Franklin County Schools Data Governance Policy

Virtual School Plan

7. Has the local school board adopted a policy providing at a minimum a virtual education option for eligible students in grades 9-12 pursuant to ACT # 2015-89, Section 1(a)?

Must attach a copy of the policy.

Yes

ATTACHMENTS

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📄 Virtual School Policy

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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.

COMMENTS

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⊞　Franklin County Goals, Objectives and Activities

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F. Surveys

This survey should be completed each year from March to May. Use the results from the survey to write or update your Technology Plan each year.

I certify to the best of my knowledge and belief that the Alabama Educator Technology Survey has been completed for this district.

- **I certify**
- ○ I do not certify

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G. District Assurances

The last step before submitting your plan to the ALSDE is to review the Assurances Statements document. If the statements are true, then both the Technology Coordinator and Superintendent should sign it. It is then uploaded as an attachment into eProve™ diagnostics.

Assurances Document

Step 1: Download and complete the [Alabama Technology Plan District Assurance](#) document.
Step 2: Upload the completed Alabama Technology Plan District Assurance.

- **I have completed and uploaded the Alabama Technology Plan District Assurance.**
○ I have not completed or uploaded the Alabama Technology Plan District Assurance.

ATTACHMENTS

Attachment Name

📄 Franklin County Assurances Page

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Franklin County Schools Data Governance Policy		• D.6
📄 Franklin County Assurances Page		• G
⊞ Franklin County Goals, Objectives and Activities		• E
📄 Franklin County Infrastructure Questions		• D.4
📄 Franklin County Schools Data Governance Policy		• D.5
⊞ Franklin County Technology Inventory 2019-20		• D.3
📄 Virtual School Policy		• D.7