ALSDE District Technology Plan 2021-2022 - Lee County

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Lee County Board of Education
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Table of Contents

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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?

Lee County, Alabama has a current population of approximately 174,241 (2020) people, the geographic size of 616 square miles, and a median household income of $51,463 (2019). Education is considered by many as the number one industry since Lee County is the home of Auburn University, the largest institution of higher education in Alabama with just over 30,000 students. Auburn University is also the largest employer in the county with over 5,109 employees. Lee County also hosts Southern Union State Community College, a two-year postsecondary institution offering day and evening classes, Lee County Schools, Auburn City Schools, Opelika City Schools, Lee-Scott Academy and Glenwood School. The Lee County School System is located in Central East Alabama along the Alabama/Georgia border and currently has a total of 14 schools. Of those 14 schools, seven are elementary, two are middle schools, one is a 9th-grade school, and four are high schools. The student population for pre-kindergarten through 12th grade is 9,214. Approximately 55% of our students qualify for free or reduced-price lunch. Nine schools are supported by Title I funding. Our number of English learners has increased by 112% over the past 5 years. Lee County Schools staff is compose of 622 certified professionals (includes teachers), 524 support professionals (includes clerical and food service staff, bus drivers, teacher aides, custodians), 2 social service/mental health professionals, and 46 administrators (principals, assistant principals, central office). The Lee County School System contains four unique attendance zones identified as Beauregard, Beulah, Loachapoka and Smiths Station. Smiths Station is the largest attendance area with an estimated population of over 25,000. The incorporated community of Smiths Station is located in the southeastern part of the

county close to the larger towns of Phenix City, Alabama, and Columbus, Georgia; home of Fort Benning. Local restaurants and convenience stores populate the largely rural area with very few manufacturing or industrial sites scattered around the area. The majority of residents work in neighboring cities. There are 7 schools in the Smiths Station attendance zone identified as East Smiths Station Elementary (Pre-K-6), South Smiths Station Elementary (Pre-K-6), West Smiths Station Elementary (Pre-K-6), Wacoochee Elementary (Pre-K-6), Smiths Station Jr. High School (7-8), Smiths Station Freshman Center (9) and Smiths Station High (Pre-K, 10-12). All elementary schools are served with Title I school-wide programs. Beauregard is the second-largest attendance zone with an estimated population of over 13,000. The unincorporated community is located south of the Auburn and Opelika City limits. While there is little or no industrial or manufacturing base located within the community, the residents work predominantly in blue-collar, wage-earning positions in neighboring cities. However, with the emphasis on education, the number of residents who have completed some postsecondary education continues to increase. There are 3 schools in the Beauregard attendance zone identified as Beauregard Elementary (Pre-K-4), Sanford Middle School (5-8), and Beauregard High School (9-12). Beauregard Elementary and Sanford Middle are served as Title I school-wide programs. Beulah is the third largest attendance zone with an estimated population of over 8,000. The unincorporated community is located in the northeastern part of the county closest to the City of Valley, Alabama in Chambers County. The major point of interest for this rural setting is the backwaters of the Chattahoochee River and Lake Harding. There is no central business district and only a few restaurants and convenience stores to meet the immediate needs of the citizens. Many of the citizens work in neighboring cities; however, the school functions as the largest employer and center of activity for the area. There are two schools in the Beulah attendance zone identified as Beulah Elementary (Pre-K-6) and Beulah High (7-12). Beulah Elementary is served as a Title I schoolwide program. Loachapoka is the smallest attendance zone with an estimated population of over 1,000. The incorporated community is located in the western part of the county just outside the Auburn City Limits. Loachapoka maintains a rural, agricultural-based community with little to no central business district, restaurants or convenience stores to meet the immediate needs of the citizens. Transportation from home to school and businesses in the surrounding areas is a challenge for residents of this community. The community sponsors an annual "Pioneer Day" fall festival that brings people into the area from many miles away. Residents place a strong emphasis on community history and heritage with the school serving as a major center of activity in the area. There are two schools in the Loachapoka attendance zone identified as Loachapoka Elementary (Pre-K-6) and Loachapoka High (7-12). Loachapoka Elementary and Loachapoka High are served as Title I school-wide programs. The Lee County Board of Education is the

governing body of the school system. The Board is composed of seven (7) members who are elected by the citizens of the county. The members are elected on a rotating basis for a four-year term. Although members are elected from a particular district, each member serves by representing all of the children in the Lee County School System. The President and VicePresident are subsequently elected by Board members. The Board is an active member of the Alabama School Board Association and a direct affiliate of the National School Boards Association. The Board members participate in professional development opportunities offered by this organization to remain abreast of current federal and state laws, regulations, codes, mandates, and best practices. Board retreats are conducted so that the Board can continue to develop and evaluate goals and objectives. The legal authority of the Board and responsibilities of school personnel are represented in the organizational chart for the district. Lines of authority and areas of responsibility are recommended by the Superintendent and approved by the Board of Education. The official spokespersons of the district are the President of the Board, the Superintendent, and the Superintendent's authorized designee. The Superintendent regularly provides information to the Board to make them cognizant of new laws, innovative school practices, and other matters that the Board may need to consider. To ensure compliance with statutory expectations and to provide legal counsel, the Board of Education consults multiple law firms. The Lee County Board of Education meets monthly to monitor progress and establish policy. Multiple strategies are used to ensure the effective and efficient operations of the Board of Education to establish policy and evaluate the effectiveness of those policies. The Board of Education adopts written policies in accordance with board policy, which requires policies to be presented and discussed and then voted on the following month. The 30 day waiting period is a time to receive staff, community, Lee County Education Association, and employee input.

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.

STRENGTHS: Technology - infrastructure, system-wide emphasis, the technology available to enhance and support instruction, software, web-based applications, inventory of hardware (computer stations, labs, laptops, tablet notebooks, interactive panels and boards etc), support from the technology department, emphasis on continuous improvement and expansion of technology for student achievement and support. The support of the instructional technology coaches and the Technology Director with an instructional background to encourage the growth and use of technology in teaching and Learning. Content Literacy Alabama Reading

Initiative (ARI) - Implemented in all schools K-12.Alabama Math, Science and Technology Initiative (AMSTI) - The integrated approach to instruction uses a real-world problem-solving process through differentiated instruction and learning styles. Implemented in the following schools: Beauregard Elementary School, Sanford Middle School, Beulah Elementary School, Beulah High School, East Smiths Station Elementary School, Loachapoka Elementary, South Smiths Station Elementary School, Wacoochee Elementary School, and West Smiths Station Elementary School. Response to Intervention (RtI) Problem Solving Team - Develops, monitors and revises Tier II and Tier III interventions for students based on their unique individual needs. All schools. Special Education - All schools have Individual Education Programs that provide specially designed instruction and related services to meet the unique individual needs of students with disabilities. Credit Recovery - Available to high school students who have failed a core course, under certain conditions, to keep them on track toward graduation. All high schools. LC2 - An additional learning setting for students in grades 9-12. ACCESS - The participation in a state network (Alabama State Department of Education) of online courses for credit outside the Lee County School System available to students on a consistent basis. All high schools. Professional Development - Ongoing, embedded professional development for all system-wide initiatives; Technology with Train the Trainer Model with SPARK Initiative AMSTI Math - Implementation of Summer Curriculum Project; monthly data driven meetings/professional development for reading K-6.Instructional Coaches - Lee County Schools has seven instructional coaches to assist all elementary schools with reading instruction. This year Lee County Schools added seven more instructional coaches to focus on quality mathematics teaching and learning in the K-12 classrooms. Lee County Schools also utilizes an Instructional Technology Specialist and an Instructional Technology coach to serve schools in growing the use of technology tools in teaching and learning. Advanced Placement (AP) Program - Advanced Placement (AP) courses in Math, Science, Social Studies, World Languages, and English are offered. Career Technical Education - Career Technical Education (CTE) in Lee County Schools continues to grow. With increased emphasis being placed on CTE in the state of Alabama's accountability system, PLAN 2020, we have used this as an avenue to improve our programs for students. Through an extensive review of the Region 8 workforce development data, the 21st Century Workforce Development Act, and a team of committed educators we have been able to expand our course offerings. We currently have 26 teachers serving in seven schools offering twelve different programs serving 2,368 students in four attendance zones. Students are able to participate in Agriscience, Health Science, Business, Marketing, Education and Training, TV Production, Instructional Technologies, Career Discoveries, JROTC, Finance, Automotive, Welding. The most recent addition is an education and training program at Loachapoka High School. One major accomplishment to note is

the success of the credential offering at all schools. Transportation - The Transportation Team consists of 139 drivers, as well as over 115 certified license holders (Coaches, Substitutes, Teacher, and Administrators), 2 Shop Foreman, 7 Technicians, 2 Utility Workers, 2 Shop Assistants, 2 Secretaries, 1 part-time Routing Specialist, and 1 Transportation Director. The system operates daily with 119 Regular Education Routes, 20 Special Needs Routes, 3 Pre-K Routes, 8 Midday Routes, and 3 After- School Routes. All routes and Extra-Curricular trips total over 1.2 million miles a year covering 7,000 miles per day. Our buses transport over 6,200 students twice a day during a.m. and p.m. routes while covering over 400 square miles of territory in the county. Lee County Schools is the only district to offer air-conditioned buses to non-special education students. Lee County is home to a 2014 National Champion Bus Service Technician, and two 2015 State Champions for Bus Technician and Inspector. The transportation department is led by a director who is a certified administrator and educator of 23 years that is the State's former President ASTA (Alabama State Transportation Association). The director and shop foreman also serve on the Alabama State Specifications Committee which develops and implements school bus specs for all school buses in Alabama. This year, Lee County is serving as the pilot program system for the implantation of gasoline school buses. Lee County Schools was also the first system in the State to implement a software routing program that included and identified sex offender information while determining safe stops for children. School Safety - Lee County was recognized by the Alabama Association of School Resource Officers as a leader in crisis response planning. The Lee County Schools Crisis Response Plan has been modeled in several school systems across the state. Lee County Schools has also created a School Safety Summit Team with representation from each attendance zone that meets quarterly to share ideas, update drill practices, and to enhance our prevention and response with best practices. NEEDS: Technology - additional personnel to provide technical support to all users; Completion of 21st Century Classrooms, infrastructure to support ever changing technology available to increase student achievement, and revise K-8 technology course of study framework to facilitate teacher success with the implementation of requirements. Retention of Highly Qualified (HQ) teachers - located close to several universities, the system has difficulty retaining young teachers who either decide to move back home after a year or two of teaching, get married and move away, or the spouse completes a degree and is offered a job outside the area. Other teachers need catastrophic leave, maternity leave but then decide not to return to work, move away from the area, decide to change careers, or retire. Communication - Improve meaningful and timely communication between all stakeholders from the central office to the parents/community. Raising the level of expectation for students and all personnel - Emphasis on student achievement growth at all levels of proficiency. Empower teachers to experience a higher rate of success with their students

through innovative practices and ideas. Providing continuous professional development for teachers based on current needs. Improve student performance on standardized assessments such as the ACT, the Advanced Placement tests, and Scantron Performance Series Assessments.

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.).

Lee County Schools will: Graduate college and career ready students; Recruit, employ, develop, and retain professionals who are effective in achieving our mission; Use emerging technologies to support teaching, learning, and work; Provide safe, supportive, and equitable environments; Manage financial resources responsibly and transparently; Communicate with employees and the community to inform, engage, and ensure accountability. Vision Statement We envision a school system that promotes a passion for student learning; supports teachers, parents, and the community; and produces engaged and lifelong learners. We embody this purpose through our commitment to: Standards-Based Instruction, Student Engagement, Positive Learning Environment, Tiered Instruction, and Professionalism. The mission of the Lee County School System is to challenge every student to pursue dreams, succeed with integrity, and contribute meaningfully to a diverse society.

Additional Information

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

In response to areas of need, Lee County Schools continue to support our SPARK Transformation Plan. The plan is to increase student engagement through the utilization of technology to focus on student-centered, differentiated learning. Thanks to CARES Act Funding we were able to provide a student and teacher device throughout the district and therefore complete our 1:1 project. During the pandemic, most teachers made use of the Google Classroom platform to deliver relevant digital content to their students and allow for authentic creation and collaboration by students. After beginning with 33 model classrooms equipped with an Audio Enhancement package to include audio, security, and camera/video system components we have added more of these classrooms in many of our schools. We continue to see the benefits of increased student achievement through improved instructional practice, a decrease in discipline, the ability for the school day to be extended via video, and instruction from teachers in the model classrooms which would also be used to provide professional development throughout the district to all teachers. Lee County continues to lead the state in crisis response and safety planning. We are very proud of our relationship with the Lee County Sheriff's Office and our SRO staff that serves our schools. We continue to work closely together to integrate them into our culture.

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.).

Each school principal selects members of its faculty and staff to serve on his/her school's Continuous Improvement Team (CIT). Along with faculty and staff members, parents, students, and community members are also selected to serve on the CIT. CIT members meet regularly throughout the school year. CIT members are selected through personal invitations for parents, students, and community members. In most cases, these individuals usually hold leadership positions in various school organizations. Faculty and staff members volunteer to serve. Each CIT member plays a vital role as they collecting information (data), analyzing data to identify strengths and weaknesses, developing, implementing and monitoring a Continuous Improvement Plan (CIP). Meeting times and dates vary in order to have a well-attended meeting. In addition, extensive work was done through outside consultants to solicit stakeholder input and create Lee County's Strategic Plan. At the system level, the Impact Leadership Team is utilized to set system goals based on the strategic plan and oversee implementation through school visits, professional learning, and data review. The Technology Director meets with each school's Technology Committee and school principal multiple times a year to discuss the success and current needs of each school in regards to the use of instructional technology. We also ensure that one of the technology committee members serves on the local school's CIT committee to ensure proper communication is taking place. The District then forms a Technology Committee to review the feedback from the schools and coordinate the efforts to meet the needs

of the local schools and carry forward the views of the district. This committee is made up of district administrators, local school administrators, teachers, parents, and community members and meets multiple times a year.

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.).

CIP members include general education teachers, support personnel, guidance counselors, EL teachers, SPED teachers, electives teachers, parents, students and community members. Team member responsibilities are assigned/ selected based on individual interests/abilities. The responsibilities include collecting information (data), analyzing data to identify strengths and weaknesses, developing, implementing and monitoring a CIP. The Impact Leadership Team serves as the district CIP team and includes the following team members: Dr. Mac McCoy - Superintendent, Dr. Jason Wright - Career Tech Coordinator and Assistant Superintendent for Secondary Education, Dr. Brad Hunter - Federal Programs Coordinator and Assistant Superintendent for Elementary Education , Angela Arnett - Special Education Coordinator, Ken Roberts - Financial Officer, Lee Lindsay - Transportation Director, Andrew Click - Technology Director, Patti Henderson - Instructional Technology Specialist and Dr. Anna Shepherd-Jones - Assessment and Accountability Coordinator, Lauren Penton - Mental Health Coordinator, Gina Ivey - Mental Health Coordinator, Dr. Michelle Washing - Director of Human Resources

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 ACIP is communicated to the district leadership and board of education members during a regularly scheduled BOE meeting. Building leaders (principals and assistant principals) review the improvement plan during a regularly scheduled meeting. Building principals share the improvement plans with their faculty and staff, parents, and students. The plan is uploaded to the AdvancEd ASSIST and district websites. System leadership attends planning sessions with each school leader to discuss ACIP goals and strategies. Each school is visited during the school year to observe progress on system goals. After mid-year testing, a work session will be held to determine progress toward meeting goals. In May, school leaders will present the status of all ACIP goals based on the data gathered.

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

CARES ACT funds from 2020 and ESSER FUNDS through 2023

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) Areas of Need for Lee County Schools Technology Infrastructure are: 1. School WAN connections need to be updated from 2 Gigabit to 10 Gigabit the next few years. 2. Internet Bandwidth needs to be increased from 2 Gigabit to a minimum of 3 Gigabit, but preferably 4 Gigabit within the next couple of years. Hardware connections at the switches need to be updated to accommodate both of these goals and fully utilize the connectivity - Data sources for this section come from our Inventory and Infrastructure report as well our Teacher Surveys. This report and survey shows that more connectivity is needed for WAN and Internet connections for both faculty and students. b) Strengths of Lee County Schools Technology Infrastructure are: 1. Fiber cable connects multiple switch closets together in all of our schools and is running at 2 gigabyte speed from building to building, with a 10 gigabyte connection from the core router back to the central office . 2. Each school is on a routed network with multiple VLAN's configured for optimal traffic patterns and access to critical data and printing needs. 3.Virtual Server implementation reduced our server equipment to maintain from 25 physical boxes to 4 physical boxes offering better performance, reliability, and fail over capabilities. - Data sources for this section come from our Inventory and Infrastructure report. This report shows the connectivity and makeup of the WAN and School Connections

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) Areas of Need for Lee County Schools Technology Inventory are: 1) Touch Panels and Interactive Panels are requested more and more in our classrooms. 2) Access Points and Switches to provide faster connections to more devices at one time are needed to keep up with the growing wireless demands. - Data sources for this section come from our Inventory and Infrastructure report, Local Teacher Surveys,

and Student Surveys. Teachers have requested more personal access to portable technology. Students would like to have their own personal device to allow for a more engaging and interactive way to learn utilizing technology. b) Strengths of LCBOE Technology Inventory are: 1. Personal, portable devices are provided for teachers to have more anytime/anywhere access to all the digital content and resources used for teaching. 2. Devices have been made available for students to create a more equitable learning environment in all schools and eventually and we have achieve a 1:1 student to computer ratio. - Data sources for this section come from our Inventory and Infrastructure report. Inventory shows that all classrooms have projectors. Computer ages and OS versions are all up to date. Portable iPad and Chromebooks have dramatically increased over the past two years.

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) Areas of Need for Lee County Schools Technology and Student Learning are: 1. The Technology Course of Study and Computer Science Course of Study needs to be more closely followed and fully covered at all grade levels.- Data Sources for this section come from Principal Walk Through, Lesson Plans, CIP, and SpeakUp Data. Walk throughs and lesson plans don't show consistent coverage of the Technology Course of Study across all teachers and all grade levels. b)Strengths of Lee County Schools Technology and Student Learning are: 1. Technology Resources are being aligned to standards and used by teachers to enhance the learning process in all grade levels. 2. Online curriculum as well as other district-wide applications (Freckle and Edgenuity) are being used across all grade levels for remediation, acceleration and to create individual learning paths for students to use both on and off-campus. 3. Students now have access to more technology resources in every classroom and teachers are being trained on how to utilize these resources to develop more student-centered, collaborative and engaging learning spaces in our schools.- Data sources for this section come from Lesson Plans, Principal Walk-Throughs, and Technology Walk-Throughs. More technology resources used in the classroom are being observed and technology is being subscribed based on individual student needs because of the tools now available.

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) Areas of Need for ee County Schools Technology Professional Learning Program are: 1. More local school instructional technology coaches are needed for every school. 2. More opportunities (time) for teachers to get hands on experience implementing instructional technology best practices into their lessons.- Data sources for this section come from Lesson Plans, Principal Walk-Throughs, CIP, and Technology Survey. Observations of teachers not comfortable using technology are still high in our system. Teachers express the need for more training on our survey data. b) Strengths of Lee County Schools Technology Professional Learning Program are: 1. District Instructional Technology Specialist (ITS) is playing a major role in training, supporting and increasing the use of instructional technology in the classrooms in Lee County Schools. 2. Lee County is in its fifth year of our SPARK initiative that includes pulling four teachers and the media specialist from each school to be Ignite teachers. These teachers receive three full days of training each year and are required to turn around that training for the teachers on their campus. Unfortunately, this program had to be suspended again this year due to substitute shortages, but we plan to continue in 2022-2023. 4. Camera and Audio equipment were purchased for approximately 100 teachers to record best practices, allow for an individual critique of teacher lessons, and provide recorded lessons for students.- Data sources for this section come from Lesson Plans, Principal Walk-Throughs, Technology Survey. Staff members continue to participate in online in technology training, conducted by our ITS, Tech coach, and TIM representative.

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) Areas of Need for Lee County Schools Technology Teacher Use - Teaching are: 1. Increase in the percentage of teachers utilizing the technology offered by the school system and allow students to use available individual technology to become more engaged and to promote independent Learning, collaboration, and creativity. 2- Data sources for this section come from Lesson Plans, Principal Walk Throughs, CIP, and Technology Survey. Technology Application use based on the Technology survey is not at the levels needed for all students to benefit from these resources. b) Strengths of Lee County Schools Technology Teacher Use - Teaching are: 1. More digital resources are being added for teachers and students to have increased access for teaching and learning. 2. Our 1:1 initiative has allowed teachers to allow students to use their district-provided devices in the classroom for a more engaged and enriched learning experience. 3. Our SPARK initiative has given teachers the ability to get more comfortable with using technology tools in ways they never had the opportunity to do so before. - Data sources for this section come from Lesson

Plans, Principal Walk-Throughs, CIP, Inventory Report, and Board of Education Actions.

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) Areas of Need for Lee County Schools Technology Teacher Use - Productivity are: 1. Continue training on GSuite tools and the Google Classroom platform.- Data sources for this section come from Lesson Plans, Principal Walk-Throughs, CIP, and Technology Survey results. CIP results show the need for timely access to this type of information. b) Strengths of Lee County Schools Technology Teacher Use - Productivity are: 1. Grades are entered into the Student Grade Book regularly for up to date averaging of grades for both Parents and Students to be able to access. 2. To address the area of need, Lee County has engaged in the use of data mining tools such as STAR Assessment and eDoctrina for K-6, and Powerschool Analytics for K-12 to present all testing and additional student information directly to the teacher to address each individual child's needs. 3. G-Suite has been adopted as the platform of choice for teacher and student productivity and collaboration. Through our SPARK training, many teachers are taking advantage of Google Classroom and other Google tools for student assignments and collaboration directly with students.- Data sources for this section come from Principal Walk-Throughs and observation, Technology Walk-throughs. Grades are posted weekly by most teachers on a regular basis.

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

Areas of Need for Lee County Schools Technology School Leader Use - Productivity are: a) 1. More principals and assistant principals need to model and expect the use of appropriate instructional technology tools on their campus.- Data sources for this section come from Observation and CIP. Observations show that many Principals are still using pencil/paper to record observation notes but Most have adopted our system for Google Forms/Docs. b) Strengths of Lee County Schools Technology School Leader Use - Productivity are: 1. School Administrators are using Google Forms, Google Docs and Google Drive and iPads/Chromebooks to record teacher observations and collaborate with teachers and staff on evaluations and professional learning plans. 2. eDoctrina and STAR Assessment data are being used

to compile data to be utilized in conducting data meetings in all schools. 3. Instructional Technology tools and strategic teaching strategies are being modeled to school administrators multiple times a year during administrative retreats and principal meetings. - Data sources for this section come from observation and inventory reports. PD records and principal meeting minutes also reflect the additional training administrators are receiving.

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.

This school year, Professional Learning topics will include, G-Suite tools, Google Classroom, School WebMaster training, eDoctrina navigation and use, SmartBoard Training, PowerSchool Training, Student collaboration and classroom interactive web tools, These professional learning topics will be delivered face to face, real-time

webinars, and asynchronous recordings. Sessions will be a minimum of 5 minute "How To" videos" and up to 3-hour sessions. Attendees will include teachers, media specialists, local administrators, and district administrators. Presenters will include our Instructional Technology Specialist, Technology Coaches, our Technology Director, our AU-TIM Specialist and outside consultants.

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.**

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.

All schools have 10/100/1000 switched Ethernet networks connected by managed Cisco switches that are all controlled and configured from one central location. Fiber cable connects multiple switch closets together in all of our schools and is running at gigabyte speed from building to building. Each school is on a routed network with multiple VLAN's configured for optimal traffic patterns and access to critical data and printing needs. All Schools are now set up with the latest WiFi access point technology and meet the state requirements for one-to-one student access in order to allow anytime-anywhere learning for students and more practical access for teachers and administrators to their data. Finally, a Virtual Server implementation occurred seven years ago, reducing our server equipment to maintain from 25 physical boxes to 3 physical boxes offering better performance, reliability, and fail over capabilities. The Lee County Schools Technology Department is proud to provide the school system with a variety of up-to-date software and networking

technological applications. The Technology Department provides a wide variety of services through 4 virtualized servers located in the Technology Department server room. We are running on a Windows 2016 Active Directory environment to support these functions. We are also providing email, calendaring, and tasks management to all faculty, staff and students through a Microsoft Office 365 for Education subscription. All of these servers are connected through switched 2 GBs Ethernet, while each school (100%) is linked to the Technology Center through 10 gigabit fiber connections. Sophos AntiVirus is used by the Technology Department for virus protection. Sophos is being used to filter each email as it comes into the system. We upgraded from 1.5 Gb of Internet Bandwidth to 2 Gb this past year through Alabama Super Computer. Each school and support facility is connected to the Technology Center at 1 gigabit. Each classroom and lab networked computer is connected to the Internet at 10/100/1000 megabit Ethernet. The Lee County School System uses a cloud based filtering solution provided by Securly. This filtering mechanism allows us to meet the CIPA requirements. Securly filters the Internet access provided to students, teachers, and administrators. The software blocks visual depictions that are obscene, child pornography, and sites that maybe harmful to our students. If Securly blocks appropriate sites a teacher can make a formal request for the site to be unblocked by the Technology Department . Every Lee County Schools employee that has access to a computer must sign a "Lee County Schools Employee Personal Responsibility Contract for the Use of Technology Resources" form. This form covers the Lee County School guidelines regarding the legal and ethical use of the Internet, Electronic Mail, and Technology Resources for employees. Each employee is also required to sign a "Lee County Board of Education Employee Media Release and Web Publishing Agreement Form". This form lets the Board know to what extent each employee wishes to be recognized and/or published on the Web page and other Media resources. Future plans for Internet Access include increasing bandwidth speeds annually as our demand increases. We also would like to offer more regular and reliable individual student access to the Internet while off campus. Desktop security is managed through the Windows 2016 security features, Group Policies, and login scripts to handle these security concerns. A windows update server is configured to push out all mandatory windows updates. The Cisco network equipment is protected by its own equipment passwords. The Lee County Board of Education also has a Palo Alto Firewall to help protect the network from unwelcome outside sources. For remote administration the Lee County School System uses the encrypted remote connection feature built into SysAid, our ticketing and asset management program. SysAid gives us the ability to manipulate a user's desktop environment and actually see what the user sees from a remote location, such as the Technology Center, or one of the other schools within the school system. The Lee County Board of Education utilizes Powerschool SIS software for attendance, grades, and other student information

and Powerschool Special Programs for Special Education tracking. Both of these applications are made available from home and are hosted by Powerschool. We plan on maintaining all of these security measures from year to year. In the future, we plan on looking into placing more emphasis on securing personal devices that continue to increase in use on our campuses. Network Access Control devices (NAC) and Intrusion Prevention Systems (IPS) will be evaluated and considered for implementation as budgets allow and risks are determined.

Data Compliance

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

Must attach a copy of the policy.
Yes. See attached policy.

ATTACHMENTS

Attachment Name

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

Must attach a copy of the procedures.
Yes. See attached.

ATTACHMENTS

Attachment Name

Data Governance Procedure Checklist

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.
Yes. See attached.

ATTACHMENTS

Attachment Name

Virtual School Plan - Lee County Schools

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

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

N/A

ATTACHMENTS

Attachment Name

2021-2022 Alabama Technology Plan Goals and Activities - Lee County

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

N/A

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

2021-2022 District Assurance - Lee County

Attachment Summary

Attachment Name	Description	Associated Item(s)
2021-2022 Alabama Technology Plan Goals and Activities - Lee County		• E
2021-2022 District Assurance - Lee County		• G
Data Governance Procedure Checklist		• D.6
Lee County Schools Data Governance Policy		• D.5
Virtual School Plan - Lee County Schools		• D.7a