

ALSDE District Technology Plan 2019-2020_11062019_12:24

ALSDE District Technology Plan 2019-2020

Houston County Board of Education

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Last Modified: 03/04/2020

Status: Open

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ALSDE District Technology Plan 2019-2020

A. Executive Summary

The Executive Summary provides Planners with an opportunity to describe in narrative form its purpose as well as strengths and challenges within the context of continuous improvement. Use the links below to navigate the Executive Summary and respond to the various questions. The responses should be brief, descriptive, and appropriate for the specific section. Ensure that all Key District Program staff work collaboratively to provide input into the District Executive Summary, and all School Staff provide input into the School Executive Summary.

It is recommended that the responses are written offline and then transferred into the following sections:

Description of the School District/School

1. Describe the size, community/communities, location, and changes experienced in the last three years. Include demographic information about the students, faculty/staff, and community at large. What unique opportunities and challenges are associated with the community/communities?

The Houston County School System offers comprehensive educational programs for the 6367 students enrolled at ten school sites. These students are served by one high school (Grades 6-12), one high school (Grades 7-12), one high school (Grades 9-12), two unit schools (Grades K-12), one elementary school (Grades K-6), two elementary school (Grades K-5), one middle school (Grades 6-8), and a Career Academy school (Grades 10-12). Of the students enrolled in Houston County Schools, 51.56% receive free lunch and 8.04% receive reduced lunch. Racial make up of the students in the Houston County School District are as follows: White 80.88%, Black 16.43%, 2.69% is made up of Asian, 2 or more races, or Native/Pacific Islanders. 5.26% of the student body is Hispanic/Latino. The main industries include healthcare, education, and agriculture. The major trend affecting the Houston County School System is growth at the western end of the county. This population increase has created overcrowded conditions at two school communities. The Houston County Board of Education has implemented building projects at these sites to increase classroom space to ease the burden of a growing population on these facilities. The Houston County School System is also faced with increased special education needs because of higher student enrollment. This is stretching existing programs and is causing an additional expenditure of funds to alleviate the problems associated with the higher enrollment of special needs children. As with most systems in Alabama, the Houston County School System is plagued by an unstable funding source, a state-wide sales tax. The tax base for Houston County is among the lowest in Alabama with a collection of 10 mills of property tax dedicated to education and a local sales tax that is divided among the Houston County government, Dothan City Schools, and Houston County Schools. The Houston County School System receives approximately 4.4 million dollars per year, depending on sales within the county.

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.

At the elementary level, students are provided programs that promote independence, foster decision making, and encourage cooperative learning. Head Start programs operate on four elementary campuses under the auspices of the Dothan City School System. Title I funds provide reading and mathematics tutors and classroom teachers to reduce class sizes in kindergarten through third grade. Title II funds assist in providing high quality professional development opportunities that correlate with the goals of the Continuous Improvement Plans. All elementary students receive music instruction by certified music teachers and have the opportunity to perform

for parents and the community through various programs sponsored by the schools. Select members are chosen to perform as a combined elementary choir and to perform with the All-State Chorus. This program is very popular with both students and parents. The elementary schools participate in the Alabama Reading Initiative (ARI), which provides on-going training for teachers to teach reading using proven effective strategies. The schools have reading coaches who facilitate training, interpret assessment data with administrators and staff, and provide professional learning opportunities for teachers, which enable them to adjust instruction to enhance student learning. Third and fourth grade teachers utilize the Comprehension Toolkit Strategies that assist teachers in engaging students as they read informational text. All elementary schools use Accelerated Reader (AR), which encourages students to read for information and develop a love of reading. Elementary students have scheduled computer lab sessions, library sessions, and forty five minute physical education classes daily. Each elementary classroom has at least two computers for student use. In addition many classrooms are equipped with Smart Boards and other technological aids for instruction. Secondary schools offer students many program options. The Alabama Connecting Classrooms, Educators, and Students Statewide (ACCESS) distance learning program is a credit earning opportunity that provides high quality instruction through the use of computer based instruction. The Houston County School System, University of Alabama, and Wallace Community College (Dothan) have partnered to provide high school students the Dual Enrollment Program. This program allows students to enroll in selected college level courses taught on site at high schools within the system. Students earn high school and college credits upon successful completion of the course(s). High schools offer comprehensive courses of study ranging from basic to honors courses. The comprehensive courses include foreign language and advanced courses in all subjects including computer science. Students are provided the opportunity to develop skills in fine arts programs that include music and drama. In each school, a computer applications lab offers students the opportunity to work on Microsoft applications. In the Career and Technical Center, students are given instruction in healthcare, computer maintenance, automobile mechanics, arts/fashions and design and, through distance learning, personal finance and workforce essentials. Students are afforded participation in co-op programs that enable them to work part of the school day in an approved work site job. The Houston County School System has a comprehensive range of programs in place to serve special student populations. Each school has certified teachers who work with students with wide ranges of exceptionalities and challenges. Most exceptional students are integrated into the regular curriculum. A gifted program is also in place to serve students who are talented academically, or have special abilities in specific areas. At-risk programs include free tutoring services, free summer school, and an alternative to the traditional school.

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 Houston County School System is to prepare students to lead productive lives and to meet the high expectations of a competitive global society. In this pursuit, we will strive to become innovative, exemplary, and technology-rich centers for learning. The system is dedicated to inspire, challenge, and empower students to become responsible citizens and lifelong learners who are excited by the challenges of the future. By implementing high quality, research-based educational strategies in a safe, secure, and nurturing environment, we will insure the success of our students to compete in the twenty-first century. While sharing this vision, we will shape the future through perseverance, dedication, and teamwork. The guiding statement for Houston County Schools is "Sharing the vision, shaping the future."

Additional Information

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

Houston County Alabama was created on February 9, 1903 from parts of Dale, Henry, and Geneva counties and named after former governor George Smith Houston. Houston County is located in the southeastern corner of Alabama and is bordered on the northwest by Dale County; on the north by Henry County; on the west by Geneva County; on the east by Early County, Georgia; on the southeast by Seminole County, Georgia; and on the south by Jackson County, Florida. The population of Houston County is slightly over 100,000 with 35% living in the rural areas. Land surface is approximately 580 square miles with 1.3 square miles of water. The population density is 167 people per square mile. Approximately 31% of the residents rent their homes compared to the state average of 28%. The cost of living index in the county is 80% compared to the national average of 100%.

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.).

The Houston County School System is responsive to the expectations of the stakeholders in our schools as well as in our communities. The school system continuously works to establish, advance and maintain positive relationships, while soliciting input in an effort to build stronger bonds with all stakeholders. Multiple opportunities are given to all participants to communicate with the leadership of all schools through Board of Education meetings, school-level PTO meetings, open houses, family nights, parent-teacher conferences, booster clubs, Improvement teams and as volunteers in our schools. Invitations to participate formally within our school system are extended through official meeting notices, the school systems web-page, school newsletters or through the schools messenger system. The Houston County Board of Education has also formed a Business, Community, and Education Partnership (BCEP) with local community stakeholders in order to connect the business community to the local school district. Active involvement of the partners in the school system increases the resources available to students attending Houston County Schools. Administrators, teachers, parents, students and community leaders all had responsibilities in providing input to the plan. All parties were encouraged to provide suggestions, concerns, and recommendations on how to address strengths and weaknesses of our school system. Each individual provided suggestions on how to advance toward making improvements in the educational process. website.

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.).

Ashford Elementary- Danielle Shelley
 Ashford High- Danielle Helms
 Cottonwood High- Walter Handley, Lisa Mitchell
 Houston County High- Jessica Paramore
 Houston County Career Academy- Thad Smith
 Rehobeth Elementary- Joe Arnold, Elizabeth Terry
 Rehobeth Middle- Summer Fritsche
 Rehobeth High- Lisa Duebelt
 Webb Elementary- Sheree Williams
 Wicksburg High- Wanda Seals

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 Houston County School System maintains effective communication with stakeholders, both internally and externally. Each school maintains a school website to communicate a variety of activities and information. The Houston County School System sends home the annual state report card while providing the system results to various forms of the media within the community. All schools maintain and develop a school improvement plan that is made available to parents,

students and community leaders. Houston County has a Strategic Plan in which each school makes available to its stakeholders. The plan is also posted on Houston County website along with each schools

C. Technology Diagnostics

Data Sources & Funding Sources

1. **Data Sources.** Select all sources of data used for planning. (Check all that apply)

If Other selected, enter in comments.

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

2. **Funding Sources.** Select the most probable Funding Sources for each activity. (Check all that apply).

If Other selected, enter in comments.

- Annual Giving Fund
- Booster Fund**
- Capital Improvement Fund
- Career Technical Funds
- District Funds (Local Funds)**
- Endowment/Memorial Fund
- Financial Aid
- General Fund**
- Perkins**
- Scholarship Fund
- School Council Funds
- State Funds**
- Title I, Part A**
- Title I, Part C**

- **Title I, School Improvement**
- **Title I, Schoolwide**
- Title I, School Improvement Grant (SIG)
- **Title II, Part A**
- **Title III**
- Title IV, Part A
- Title IV, Part B
- **USAC Technology**
- No Funding Required
- **Other (enter in comments below)**

COMMENTS

The district periodically applies for grants through different agencies to help with certain funding sources.

D. Needs Assessment

Use the needs assessment to write your objective and activities in section **E.Goals, Objective and Activities**

Technology Program Areas

1a. **Technology Infrastructure** - fast and easy access to network, digital content

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

A. Top three areas of need: 1. Improve intercom system 2. Improve facility security systems 3. Hardware and software purchased as funds are available
 B. Top three areas of strengths: 1. Wireless Access to all Classroom Buildings 2. Network access has been upgraded to 1Gbps 3. Implementation of new network vlans for more efficient network traffic
 C. Data sources 1. We have updated three schools intercom systems (Rehobeth Elementary, Cottonwood High and Webb Elementary) 2. Implementation of new Vlans and Huntress software will provide our district with more security across our network. This will also improve security for the end users data.

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. Top three areas of need: 1. Additional personnel to maintain our network 2. Interactive equipment needed for all classrooms 3. Increase technology inventory as funds are available
 B. Top three areas of strengths: 1. Addition of more labs in non-title 1 schools 2. New laptops were distributed to all classroom teachers 3. Wireless access points and IP phones have been installed in all classrooms

1c. **Student Learning** - subject area processes and content; 21st C. skills and dispositions to ensure school, career, and life success

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

A. Top three areas of need: 1. High Quality Professional Development for Teachers to integrate technology into classrooms 2. More interactive lessons in the classroom for students 3. Access to online curriculum and textbooks
 B. Top three areas of strength: 1. All Title 1 schools have installed interactive white boards and document cameras into most Title supported classrooms 2. The district has purchased Classworks curriculum software for all schools. All new textbooks are purchased with the online option
 C. Data Sources The district has implemented many new devices in the classrooms as funds were available. Administrators have found that teachers were not utilizing the devices that were available for instruction. The district purchased the professional development from Chalkable to help teachers improve lessons plans and better integrate the devices and resources in the classroom into valid lesson plans. The PD for teachers has improved the use of technology tools in the classroom.

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. Top three areas of need: 1. Teachers with higher skills provide internal PD for Technology Equipment and Software 2. Technology Coaches for the district
 Top three areas of strengths: 1. The

district purchased Teacher PD through PowerSchool2. The district has replaced network equipment in all locations3. Some schools have designated teachers that are responsible for training others on new equipment and techniques as they have time available.C. Data Sources are we have implemented 25 days of teacher professional development for classroom integration.

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. Top three areas of need:1. More interactive lesson plans and activities in the classroom.2. More efficient access to network and internet resources.3. More technology devices for labs and science applications.B. Top three areas of strengths:1. All new textbooks are purchased with the online option included.2. Installation of new labs in higher needs schools.3. Title 1 schools implementing 21st century tools in the classroom.C. Data Sources are that teachers have a lack of useful interactive tools due to all classrooms not having 21st Century Classroom tools. Older textbooks do not have the online interactive options for teachers to use in daily lesson plans. Non-Title 1 schools do not have the funding to put interactive tools in the hands of students in the classroom. There is a great divide between the Title 1 schools and the non-Title schools since funding is not available to help out non-Title schools.

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. Top three areas of need:1. Additional technology staff to support the teacher and student in the classroom.2. Additional Student Devices for instruction.3. Additional training for teachers.B. Top three areas of strengths:1. Title 1 schools updated student classroom devices.2. Some teachers participation in state Technology Conference.3. Implementation of Google classroom tools.Teachers have been able to utilize more of the available technology resources due to the newer faster computers provided to them. The addition of laptops to all teachers has given them the capability to work remotely if needed and share information and tools more easily.Access speeds for the network and internet limit the ability of teachers to fully utilized the resources that are available to them through online resources such as internet, You Tube, Teacher Tube and School Tube

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. Top three areas of needs:1. I-Pads or Handheld devices for all Administrators.2. Technology training specific for administrative technology productivity.3. Additional technology personnel to support the day to day needs of the district Strengths:1. Administrators use iPads in the classroom for teacher observations.2. Chalkable Student Information System is utilized by the district to compile and track all student information for Administrators.3. Campus security cameras have been installed in most facilities to allow administrators quick and easy access to monitoring the campus.C. Data Sources: Administrators now can observe teachers and document the results realtime while with the teachers. Student information and data is now readily available to Administrators at all times even remotely when the need arises. All administrators now have the ability to observe campus activity during school hours and can check saved archives if problems arise at the campus after hours.

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

None

Professional Learning

2. Based upon the strengths and areas of need in **Technology Program Area** above, what are your Professional Learning topics for the upcoming year?

(Note: You do not have to address all needs or build upon strengths in one year! You will need to prioritize them **over three years.**)

For each topic, include the delivery method, time, who will attend and who will present.

- A. **Delivery method(s):** Face-to-Face (onsite or offsite), hybrid/blended (combination), webinar, videoconferencing, online (real-time or asynchronous), etc.
- B. **Time:** Number of hours
- C. **Who will attend:** Teacher, school administrator, district administrator, specialists, other
- D. **Who will present:** Indicate type or name, e.g., Technology in Motion Instructional Specialist, ALEX A.C.E. Trainer, ACCESS trainer, LEA staff, AETC attendance, external trainer, corporate, consultant, etc.).

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

Example: Google Training A. Face to Face B. 3 Hours C. Teachers, D. Presented by Tech Coordinator.

Professional learning topics for the 2019-2020 school year include Scantron, Spire, PowerSchool, nSide School Safety, and Google. School leaders will also attend training on AdvancEd and ASINet. Methods of delivery are face-to-face as needed. Training sessions will be attended by district administrators, administrators, instructional coaches, counselors, and teachers. Presenters will be consultants for each company. Faculty will also be involved in training sessions conducted by school leaders during school planning days. PowerSchool Instruction for any district administrator, administrator, teacher and counselor was provided by videoconferencing highlighting the new PowerSchool SIS during a three day training session. Google training has been and will continue to be offered by Technology in Motion Instructional Specialist and also by some teachers who are google trained.

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.

Inventory Spreadsheet Attached

ATTACHMENTS

Attachment Name

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.

The WAN, LAN infrastructure provide network connectivity to all facilities through out the district to include all classrooms and administrative offices. Internet Access is provided to all locations that receive network connectivity. The district bandwidth for the network is a minimum of 1GBs. The district provides internet filtering and security in compliance with the Child Internet Protection Act. All Internet Connectivity and Filtering are provided through the Alabama Super Computer Authority. The district provides access to the digital content on all text books that have that feature available. The district has many classrooms outfitted to 21st Century standards and continues to add more as funds are available.

Data Compliance

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

Must attach a copy of the policy.

Acceptable Use Policy attached see pages 19-20

ATTACHMENTS

Attachment Name

 [Acceptable Use 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 the local school district has a Data Governance Procedure document that addresses physical security, access controls, possible sanctions, data quality, data exchange and reporting as defined by the data governance and use policy. Data Governance Procedure is attached

ATTACHMENTS

Attachment Name

 [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 the local school board has an adopted policy providing at a minimum a virtual education option for eligible students in grades 9-12 pursuant to ACT # 2015-89, Section 1(a).Virtual School Plan attached

ATTACHMENTS

Attachment Name

 [Virtual School Plan](#)

E. Goals, Objective and Activities

Accountability Questions: Identify at least three (3) programmatic, district-wide digital learning integration activities geared toward impacting student achievement in all schools (District Plan).

(Note: May be different activities for different schools, but all schools must be implementing at least one major related strategy.)

Step 1: Download and complete the [Goals, Objective and Activities](#) spreadsheet.

Step 2: Upload the Goals, Objective and Activities spreadsheet.

- **I have completed and uploaded the Goals, Objective and Activities spreadsheet.**
- I have not completed or uploaded the Goals, Objective and Activities spreadsheet.

ATTACHMENTS

Attachment Name

 [Goals, Objectives and Activities](#)

F. Surveys

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

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

- I certify
- I do not certify

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



District Assurance

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Acceptable Use Policy		• D.5
 Data Governance Policy		• D.6
 District Assurance		• G
 Goals, Objectives and Activities		• E
 Houston County Board of Education.xls	Inventory Spreadsheet	• D.3
 Plan Signed Final Page.pdf	Tech Plan Final Page with Signatures	•
 Virtual School Plan		• D.7