



LJHS School Technology Plan 2021-2022

ALSDE School Technology Plan 2021-2022

Lanett Junior High School
Ke'Undra Dudley
1301 S 8th Ave
Lanett, Alabama, 36863
United States of America

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ALSDE School Technology Plan 2021-2022

A. Executive Summary

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

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

Description of the School District/School

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

Lanett Junior High School (LJHS) is located in the City of Lanett, in Chambers County, Alabama. It is one of three schools in the Lanett City School District, joined by a PreK-6 elementary school and a 9-12 high school. In 2015, we received our first district-wide AdvancED accreditation. Previously, each school independently received their accreditation. We renewed it last year and it will be effective until 6/30/2026. All of our schools are Title I. LJHS is the only public school in the city serving students in grades seven and eight. We have one full-time support personnel, six full time and two half time classroom teachers, one special education teacher, one online learning facilitator, one ESL teacher (shared with Lanett High), one librarian (shared with the high school), one counselor (shared with the high school), one assistant principal, and one principal. The district is currently in the process of hiring a new counselor that will be 3/4 time at the junior high and 1/4 time at the elementary school. Our current student enrollment for 2021-2022 is 156, which is an increase of 28 from last year. An increase in enrollment is a current trend; we also had an increase last year of 23. According to 2020 US Census data, the city's population is 6,970. Results show that 27% of the city's population lives below the poverty level and the median household income is \$21,145. Only about 71% of the city's population are reported to have broadband internet access. 100% of our classrooms have an interactive whiteboard, and the library houses a large, mobile, interactive whiteboard for use with instruction. All core instruction teachers have a mobile lab with 30 devices with WIFI for students to use. We also have two computer labs. One is designated for online learning, and the other is used half a day as a classroom and the other half it is available for teacher use as needed.

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.

The school has a teacher advisement and student collaboration program called TEAM LJHS. The program consists of students being divided into four separate "houses". Each house has teacher advisers who provide mentoring opportunities on a one-on-one basis. Monthly meetings are held to establish goals. Monthly good behavior "House Tournaments", including basketball and flag football are used to reward students and further solidify the team mentality. Students have the opportunity to participate in school-day clubs and elective classes again this year. This year, students are participating in clubs two days each week instead of one. In addition, students participate in additional instruction focused on reading and math, using the online program Classworks. The growth of the community and the school is expanding student opportunities and helping to ensure students are on the path to college and career readiness. The school district is constantly working to provide current technology to all students. Every classroom has a Promethean board, which provides teachers and students with innovative ways of teaching and learning. Every teacher has a classroom cart with 30 student devices that connect to Wifi. We also have enough chromebooks to give to parents at home for homework or quarantine work.

District/School of Education Purpose

3. Provide the purpose statement and ancillary content through the mission, vision, and values/beliefs. Describe how the District/School of Education embodies its purpose through its program offerings, technology, and expectations for students.

- **Values and beliefs** are brief, numbered statements about what your highest aspirations are for your students, staff, faculty, community, state, nation, and world based upon what skills and dispositions you think students will need to be successful in life, school, and careers.
- The **vision statement** describes the "perfect" world stakeholders would see if the mission is achieved. It evokes excitement, paints a picture, and has the effect of encouraging others.
- The **mission statement** should be brief, describe how the vision will be realized, and

contain essential resources you will need (people, time, funding, technology, facilities, etc.).

Vision: Preparing Students to Live, Learn, Lead; Mission: Lanett City Schools will provide a supportive and rigorous educational environment that produces responsible, self-motivated students who are prepared for the future; Beliefs: All students can learn when provided a safe and supportive environment, strategies to address learning barriers, and high-quality instruction. Student success requires teamwork among staff, students, families, and the community. Progress in education requires a willingness to change. All students will graduate college or career ready.

Additional Information

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

We are extremely excited to have a part time ESL teacher on staff this year. She is able to work with our EL students in small groups on English language skills, as well as with their classwork and tests. She is able to provide assistance to teachers in making modifications and accommodations for EL students.

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.).

In the fall of 2021, a committee was created to collaborate to update our Technology Plan. Stakeholder feedback documents/surveys and verbal suggestions were evaluated and the comprehensive needs of the school were assessed.

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.).

Ms. Ke'Undra Dudley, Principal; Sharon Smith, Library Media Specialist; Tiffanie Dozier, Math Teacher

3. Explain how the final plan was/will be communicated to all stakeholders and the method and frequency in which stakeholders will receive information on the status of activities and progress during the year.

After the school board approves our Technology plan in the fall of 2021, an electronic copy is placed on the school's website at www.ljhs.lanettcityschools.org under School Publications.

C. Technology Diagnostics

Data Sources & Funding Sources

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

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

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

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). Access to digital devices and tools: Only 56% of teachers said they have sufficient digital devices and tools to effectively integrate technology into their teaching. This is a decrease of 9% from the previous school year. b). Access to Interactive Whiteboard: 100% of teachers have an Interactive Whiteboard in their classrooms. 100% of content area teachers have a cart in their classroom with thirty devices for students to use. There is also two computer labs; one is strictly for online learning and the other is a half day classroom, with availability the rest of the day for teachers to use as needed. 100% of network switches were replaced this year; we went from having CAT5 to CAT6. c). Alabama Educator Technology Survey 2021/2019

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). 67% of teachers said the wireless signal in their room is daily. All new access points were installed with a capacity of 50 devices each. 56% of teachers said their students have individual access to devices. All content area teachers have a cart of 30 devices. The special education class and the ESL class also have a cart of 30 devices. b). none c). Alabama Educator Technology Survey 2021/2019

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). Only 44% of teachers said "Yes" I have sufficient access to online digital resources (videos/podcasts, lesson plans, games, learning activities, etc.) aligned to

the online Alabama course of study standards. b). none c). Alabama Educator Technology Survey 2021/2019

1d. Professional Learning Program - Teachers, Staff, Leaders, Community

a) Identify the top 1-3 areas of need

b) Identify the top 1-3 areas of strengths

c) Identify the data sources

a). Only 22% of teachers surveyed said "Yes" they are able to attend a sufficient number of professional learning sessions. This is a nine percent decrease from the previous year. Only 44% of teachers said "Yes" that our district provides useful professional development in the area of effectively using digital tools in the classroom. To address this, we are using OTIS this year (Online Technology and Instructional Sessions), which provides individualized On-Demand and Live sessions. b). none were found. c). Alabama Educator Technology Survey 2021/2019

1e. Teacher Use - Teaching - how teachers use technology to teach as well as require students to use technology to learn

a) Identify the top 1-3 areas of need

b) Identify the top 1-3 areas of strengths

c) Identify the data sources

a). Only 33% of teachers said they routinely (22%) or frequently (11%) Promote, support, and model creative and innovative thinking and inventiveness using digital resources and tools. This is a decrease of 34% from 2019. Only 77% said they routinely (33%) or frequently (44%) Promote and model digital etiquette and responsible social interactions related to technology. This is a decrease of 23% from 2019. b). none c). Alabama Educator Technology Survey 2021/2019

1f. Teacher Use - Productivity - how teachers use technology for increased productivity

a) Identify the top 1-3 areas of need

b) Identify the top 1-3 areas of strengths

c) Identify the data sources

a). 0% of teachers surveyed said they "Routinely" use technology to communicate with students, parents, and others using digital tools, 44% said "Frequently" and 56% said "Occasionally". Only 56% of teachers said they use Email often. Only 44% said they and their students use Cloud-based products such as Google Apps for Education often. b). 78% of teachers said they and their students use desktops/laptops often. c). Alabama Educator Technology Survey 2021/2019

1g. School Leaders Use - Productivity - how administrators use technology for increased productivity

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

There were no data sources for this.

1h. **Other** (Optional)

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

There were no other areas.

Professional Learning

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

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

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

A. **Delivery method(s):** Face-to-Face (onsite or offsite), hybrid/blended (combination), webinar, videoconferencing, online (real-time or asynchronous), etc.

B. **Time:** 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.

Professional Learning Topics are selected at the district level and by individual teachers when they create their PLPs for the school year. We are also going to use OTIS (Online Technology and Instructional Sessions) this year for individualized PD sessions that are On-Demand or Live. We are also using KnowB4 to send phishing test emails to teachers. Those who open the email are assigned PD.

Inventory

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

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

○ I have not completed the Technology LEA Inventory.

ATTACHMENTS

Attachment Name



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.

Connectivity/WAN Infrastructure: All schools connect back to the Board of Education and each other via a 0.5 Gbps fiber network provided by Alabama SuperComputer.

The core switch-router is located at the board of education. There is fiber connection between the school locations. Wireless internet access is also available everywhere within the Lanett City School System.

LAN Infrastructure: Our LAN is provided by Charter and is managed by Alabama SuperComputer. Classrooms at each location are equipped with a class set of Chromebooks and a teacher desktop.

All of these schools also have wireless Internet access available throughout the building and connected in Ethernet in all areas. Our wireless connection has improved since the installation of new access points throughout the district.

Internet Access: Every desktop in the Lanett City School system has 456.99 Mbps Internet access. In compliance with the Child Internet Protection Act, every student in the system must sign an Internet agreement policy at the beginning of each

school year. Upon being hired, all employees of Lanett City Schools must also sign an Internet/email policy that has been adopted by the Board of Education. The signed policy form is kept in the employee's personnel folder. Information Security & Safety: The iBoss appliance is used as our to filter all Internet traffic to meet with the Child Internet Protect Act compliance. Alto serves as our firewall for the district. It is managed by Alabama SuperComputer. Our student management system and accounting system are set up on the network and controlled by an authorized list of computer users that are allowed access to those systems. Classroom desktops are controlled by issuing different levels of permissions using the active directory program. To protect against virus infections, we use the Cisco AMP software. AMP is loaded on each Windows device and automatically updates. In addition to the electronic measures taken by the schools and the system to protect our students, our teachers and employees also monitor the student use of computers and instruct the students in the ethical and safe use of technology. We hope to purchase Lightspeed to serve as an additional measure of security for our stakeholders with cybersecurity funds. Digital Content & Tools: At the elementary level, teachers use several different software programs along with some Internet-based programs to integrate into the curriculum. At the elementary level, Istations, ConnectED and Pearson SuccessNet is used for curriculum integration along with many online programs. At Lanett Junior High School, each curriculum has purchased software applicable to their subject area for curriculum integration along with Classworks and ACCESS for the computer science course. At Lanett High School, MyPath, ACT WorkKeys and ACT Online Prep software are being utilized. All schools integrate technology daily through the use of interactive whiteboards, Elmos, and Chromebooks. Future plans are to increase the hand held devices and Chromebooks for use in the classrooms. The Overdrive online media center Sora will continue implementation for grades K-12. Each classroom in all schools will have at least one desktop computer. The student desktops have been removed to provide space to social distance for students. All core classrooms have a minimum of 25 Chromebooks and a charging cart. All computers in the system are Internet capable. The core classrooms at all the locations have a Promethean Interactive Whiteboards with a mounted LCD projector. Each teacher has a Chromebook, webcam, and document camera to be used with the board. There are seven computer labs throughout the district with a total of 160 desktops. Each media center at all schools has multiple computers for student use while in the media center. These computers along with printers can be used by students for research.

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

 Data Governance Board 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,

ATTACHMENTS

Attachment Name

 Procedures for Data Governance

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.

ATTACHMENTS

Attachment Name

 Virtual Learning Plan

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

ATTACHMENTS

Attachment Name

 Plan Goals and Activities

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 school.

I certify

I do not certify

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Data Governance Board Policy		• D.5
 Inventory		• D.3
 Plan Goals and Activities		• E
 Procedures for Data Governance		• D.6
 Virtual Learning Plan		• D.7a