



LHS School Technology Plan 2021-2022

ALSDE School Technology Plan 2021-2022

Lanett High School
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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 High School is located in eastern Alabama, in the small city of Lanett, Alabama. Lanett has a rich history and once thrived as a "mill town". In December of 2006, the last of the major textile mills closed. This closing caused a major rift in the stability of the local employment market. Subsequently, this caused a huge drop in school enrollment as many families moved away in search of employment elsewhere. In recent years, economic trends show signs of regeneration. The new industries, including automotive manufacturing, have increased the number of families relocating to our area. Our school enrollment has remained relatively steady for the past several years. Last year, our enrollment was 238 and this year it is 229. 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. Lanett High is made up of grades nine through twelve. We take great pride in the fact that we are able to offer superb teacher instruction and hands-on learning experiences for students using 21st century technology. 98% of our classrooms have an interactive whiteboard. The library houses a large, mobile, interactive whiteboard for use with instruction. All core instruction teachers have a mobile lab with at least 25 devices with WIFI for students to use. Plans are in place to add additional mobile labs so that all areas of instruction have one. We also have three computer labs. One is designated for online learning, one is designated for Business Technology classes, and the third is open to teachers to bring classes to use. We offer academic and extracurricular opportunities that are both innovative and "out of the box". Examples include our

Robotics team and our Engineering Research and Design class. LHS maintains high expectations for academics and behavior and we are excited about the future. It's a great time to be a Lanett Panther!

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.

We have a long-standing tradition of both academic and athletic success. Over the past few years, each senior class was awarded close to \$1,000,000.00 in scholarships. There is an ongoing goal to increase our Science, Technology, Engineering, Technology (STEM) course offerings. We are steadily working towards improvement in this area. In the past, we partnered with Auburn University in the "BEST Robotics" program. BEST is the acronym for Boosting Engineering, Science, and Technology. The program inspires students to pursue careers in engineering, science, technology, and mathematics through robotics design. Through this partnership, goals of providing students with a real world engineering experience, incorporating the practical application of math and science, and preparing students to be technologically literate and thus better prepared to enter the workforce have been adopted. Additional goals include helping students develop leadership, project management, teamwork, and organizational skills, and developing students' confidence and competence through self-directed learning, decision making, abstract thinking, and problem-solving. We also offer other STEM focused programs. Lanett High School is currently an Alabama AMSTI school. Some of the benefits of being an AMSTI school include: hands-on, inquiry-based learning, research-based instruction, and highly trained teachers that have received grade and subject specific professional development that is highly applicable to their own classrooms. Students have the opportunity to participate in various Career and technical Education programs both on and off campus at the Chambers County Career and Technical Center. These stem-focused programs include: machine technology, automotive technology, and culinary arts. Each of these programs incorporates a high concentration of science, technology, engineering, and math. Students have been very successful in athletics over the last couple of years. We believe that athletics is an important school component because it promotes necessary life skills such as teamwork, leadership, and communication skills. Both our football team and boys varsity basketball teams have won state championships. Our girls basketball team has advanced to sub-regional play several times. Our track and field team has competed on the state level and has won two back to back state titles in previous years. Our girls Volleyball team has garnered a lot of interest and participation; this year, they advanced to the Regional Playoffs. Our areas that need

improvement are parental involvement and College & Career Ready markers. Each year we have opportunities for parents to visit and play an active role in school life. Some of these opportunities have been hindered recently with COVID restrictions. With regards to our College & Career Ready markers, plans are in place to be sure students are striving for and earning markers such as Business Tech credentials, and benchmark scores on the ACT and ACT WorkKeys 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.).

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.).

Mr. Bryant Lumpkin, Principal; Ms. Sharon Smith, Librarian, Hilda Carlisle, Business Technology, Ms. YaShika Odom, Counselor.

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.lhs.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) "I have sufficient access to online digital resources aligned to the Alabama course of study standards." 70% of teachers said "Yes". This is an increase of 6% from last year; however it is still a need because all teachers need sufficient access. b) "The wireless signal in my room is..."85% of teachers said daily, 5% said frequently, and 2% do not have a classroom. All classrooms have updated access points that can signal up to 50 devices each. c)Alabama Educator Technology Survey 2021

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) "I have sufficient access to online digital resources aligned to the Alabama course of study standards." 70% of teachers said "Yes". This is an increase of 6% from last year; however it is still a need because all teachers need sufficient access. b) "The wireless signal in my room is..."85% of teachers said daily, 5% said frequently, and 2% do not have a classroom. All classrooms have updated access points that can signal up to 50 devices each. c)Alabama Educator Technology Survey 2021

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) "Produce multi-media, web, or other presentations products (Redefinition)" Only 15% of those surveyed said students routinely or frequently do this. "I am familiar with my school's and district's Technology Plan." Only 70% said yes, which is a decrease of 9% from last year. "Use Cloud-based Products such as Google Apps for Education or Microsoft 360." Only 25% of teachers survey said their students use

this often. b)"My principal supports and promotes integrating digital resources and tools in my classroom." 100% of teachers said "Yes", which is an increase of 14%.
c)Alabama Educator Technology Survey 2021

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) "I am able to attend a sufficient number of professional learning sessions to help me successfully integrate technology and digital resources into my classroom." Only 45% of teacher survey in 2021 said "yes" to this. This is a decrease of 26%. "I use technology to communicate with students, parents, and others using digital tools." Only 30% of those surveyed said they routinely do this. This is a 5% increase from last year, but this is still considered a weakness. "I promote and model digital etiquette and responsible social interactions related to the use of technology and information." Only 40% of those surveyed said they routinely do this. This is a decrease of 4% from last year. b) "My principal supports and promotes integrating digital resources and tools in my classroom." 100% of teachers said "Yes", which is an increase of 14%. "I have sufficient digital devices and tools to effectively integrate technology into my teaching." 70% of teachers said "Yes". This is an increase of 27% from last year. c) Alabama Educator Technology Survey 2021

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)"I use technology to communicate with students, parents, and others using digital tools." 70% of teachers surveyed said they routinely or frequently do this. This is an increase of 30% from our last survey. However, it is an area of need because we want all teachers to do this routinely or frequently. b)"I use technology to communicate with students, parents, and others using digital tools. 70% of teachers surveyed said they routinely or frequently do this. This is an increase of 30% from our last survey. c)Alabama Educator Technology Survey 2021

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)"Use Cloud-based Products such as Google Apps for Education or Microsoft 360." Only 25% of teachers survey said they use it often. b) "I have sufficient access to online digital resources aligned to the Alabama course of study standards." 70% of teachers said "Yes". This is an increase of 6% from last year; c)Alabama Educator Technology Survey 2021

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) None. b) Our administrator uses technology to communicate with faculty, staff, and community members. One example is using Google Drive to maintain documents all teachers use, such as our school calendar, notes about pep rallies, and class rosters. c)Staff observations.

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 strengths or needs noted for other technology program 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



LCS 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

 Data Governance Procedures

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 Policy

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



LHS Technology 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		<ul style="list-style-type: none"> • D.5
 Data Governance Procedures		<ul style="list-style-type: none"> • D.6
 LCS Inventory		<ul style="list-style-type: none"> • D.3
 LHS Tech Survey Data		<ul style="list-style-type: none"> •
 LHS Technology Plan Goals and Activities		<ul style="list-style-type: none"> • E
 Virtual Learning Policy		<ul style="list-style-type: none"> • D.7a