ALSDE District Technology Plan 2021-2022_09202021_16

ALSDE District Technology Plan 2021-2022

Henry County Board of Education
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A. Executive Summary

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

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

Description of the School District/School

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

Henry County is a rural county that lies in the southeast corner of the state. Its borders are Georgia on the east side, Barbour County on the north, Dale County on the west, and Houston County to the south. Schools in Headland are 7 miles from Dothan and Abbeville Schools are 25 miles from Dothan. The Henry County School System serves some 2500 students from pre-k classes through senior high school. The system is comprised of five schools and a central office. There are two primary school attendance zones dividing Henry County approximately in half (along the Sandy Creek), namely, Abbeville and Headland. One alternative school serves both attendance zones. The elementary schools have a total of 1195 (AES 400) (HES 795) students; middle school, 575 (HMS 575) students; and the high schools 758 (AHS 340) (HHS 418) students. The average teaching experience is fourteen years with 55% of teachers holding advanced degrees. All schools are accredited by the State of Alabama and by Southern Association of Schools and Colleges. County population in 2014: 17,190 (12% urban, 88% rural); it was 16,310 in 2000 County owner-occupied with a mortgage or a loan houses and condos in 2010: 3,202 County owner-occupied free and clear houses and condos in 2010: 2,284 County owner-occupied houses and condos in 2000: 5,279 Renter-occupied apartments: 1,508 (it was 1,246 in 2000) % of renters here: 19% State: 30% Land area: 562 sq. mi. Water area: 6.5 sq. mi. Population density: 31 people per square mile (low). Mar. 2016 cost of living index in Henry County: 82.3 (low, U.S. average is 100) Industries providing employment: Educational, health and social services (27.0%), Professional, scientific, management, administrative, and waste management services (26.5%), Finance, insurance, real estate, and rental and leasing (19.9%). Races in Henry 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? ALSDE District Technology Plan 2019-2020 - Henry Co - ALSDE District Technology Plan 2019-2020 - Generated on

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09/20/2021 Henry County Board of Education Page 4 of 21 County, Alabama: -White Non-Hispanic Alone (67.8%) -Black Non-Hispanic Alone (28.4%) -Hispanic or Latino (2.2%) -Two or more races (0.9%) Median resident age: 42.0 years Alabama median age: 37.0 years Males: 8,248 (48.0%) Females: 8,942 (52.0%) Average household size: Henry County: 2.0 people Alabama: 2 people Estimated median household income in 2013: $41,260 ($30,353 in 1999) This county: $41260 Alabama: $42849 Median contract rent in 2013 for apartments: $362 (lower quartile is $271, upper quartile is $451) This county: $362 State: $515 Estimated median house or condo value in 2013: $97,158 (it was $57,900 in 2000) Henry: $97,158 Alabama: $122,700 Lower value quartile - upper value quartile: $57,100 - $174,282 Median monthly housing costs for homes and condos with a mortgage: $974 Median monthly housing costs for units without a mortgage: $280 Institutionalized population: 199 Crime in 2005 (reported by the sheriff's office or county police, not the county total): -Murders: 0 -Rapes: 2 -Robberies: 1 -Assaults: 15 -Burglaries: 48 -Thefts: 92 -Auto thefts: 14 Crime in 2004 (reported by the sheriff's office or county police, not the county total): -Murders: 1 -Rapes: 3 -Robberies: 4 -Assaults: 21 -Burglaries: 56 -Thefts: 79 -Auto thefts: 19 Median real estate property taxes paid for housing units with mortgages in 2013: $414 (0.3%) Median real estate property taxes paid for housing units with no mortgage in 2013: $296 (0.4%) Percentage of residents living in poverty in 2013: 14.5% Henry County: 14.5% Alabama: 18.7% (11.1% for White Non-Hispanic residents, 23.3% for Black residents, 21.9% for Hispanic or Latino residents, 28.1% for other race residents, 25.9% for two or more races residents) Median age of residents in 2013: 42 years old (Males: 41 years old, Females: 44 years old) (Median age for: White residents: 46 years old, Black residents: 42 years old, Asian residents: 27 years old, Hispanic or Latino residents: 22 years old, Other race residents: 35 years old) Fair market rent in 2006 for a 1-bedroom apartment in Henry County is $392 a month. Fair market rent for a 2-bedroom apartment is $435 a month. Fair market rent for a 3-bedroom apartment is $520 a month. Cities in this county include: Headland, Abbeville, Shorterville, Newville, Haleburg Current college students: 488 People 25 years of age or older with a high school degree or higher: 66.7% People 25 years of age or older with a bachelor's degree or higher: 14.1% Number of foreign born residents: 184 (35% naturalized citizens) Henry County: 1.1% Whole state: 2.0% Mean travel time to work (commute): 25.5 minutes Percentage of county residents living and working in this county: 46.3% Housing units in structures: -One, detached: 5,401 -One, attached: 124 -Two: 145 -3 or 4: 83 -5 to 9: 65 -10 to 19: 39 -20 or more: 44 -Mobile homes: 2,098 -Boats, RVs, vans, etc.: 38 Housing units in Henry County with a mortgage: 2,114 (191 second mortgage, 126 home equity loan, 20 both second mortgage and home equity loan) Houses without a mortgage: 1,486 Food Environment Statistics: Number of grocery stores: 4 Henry County: 2.41 / 10,000 pop. State: 1.89 / 10,000 pop. Number of convenience stores (no gas): 3 This county: 1.81 / 10,000 pop. Alabama: 0.65 / 10,000 pop. Number of convenience stores (with ALSDE District Technology Plan 2019-2020 - Henry Co - ALSDE District Technology Plan 2019-2020 - Generated on 09/20/2021 Henry County Board of Education Page 5 of 21 gas): 13 Henry County: 7.84 / 10,000 pop. Alabama: 6.32 / 10,000 pop. Number of full-service restaurants: 9 This county: 5.43 / 10,000 pop. State: 5.75 / 10,000 pop. Adult diabetes rate: Henry County: 12.8% Alabama: 11.8% Adult obesity rate: Henry County: 33.3% State: 31.7% Low-income preschool obesity rate: Here: 15.9% State: 13.5% Agriculture in Henry County: Average size of farms: 436 acres Average value of agricultural products sold per farm: $75,617 Average value of crops sold per acre for harvested cropland:

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$224.02 The value of livestock, poultry, and their products as a percentage of the total market value of agricultural products sold: 46.45% Average total farm production expenses per farm: $94,001 Harvested cropland as a percentage of land in farms: 41.46% Average market value of all machinery and equipment per farm: $79,339 The percentage of farms operated by a family or individual: 88.73% Average age of principal farm operators: 55 years Average number of cattle and calves per 100 acres of all land in farms: 11.36 Corn for grain: 2856 harvested acres All wheat for grain: 2431 harvested acres Upland cotton: 21753 harvested acres Soybeans for beans: 306 harvested acres Vegetables: 114 harvested acres Land in orchards: 402 acres.

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.

ASPIRE- System ASPIRE scores in Math showed a trend from 74.7% being ready or close in 2014 to 78.9% in 2015, 73.5% in 2016, and 73% in 2017. In Reading Henry County had 61.9% ready or close in 2014, 64.05% in 2015, 61.13% in 2016, and 62% in 2017. Science ready or close percentage went from 56.3% in 2014 to 53.79 in 2015, to 52.2% in 2016, and 55% in 2017. Writing in 2014 had 70.36% ready or close 70% in 2015, to 66.48% in 2016, and to 64% in 2017. English was first taken in 2015 with 60.1% ready or close to 84.4% in 2016, and 83% in 2017. ACT+ Writing - The impact of ALL 11th graders taking the ACT has definitely shown in the subject area and composite scores for Henry County. In 2014 Henry County had a ACT composite score of 19.1 with 101 students taking the test in contrast to 17.5 in 2016 with 207 eleventh grades taking the test to 17.7 in 2017 with 175 taking the test. In 2016 Henry County had 40% benchmark in English (18 or higher), 10% in Math (22 or higher), 24% in Social Science (22 or higher on Reading) and 12% Biology (23 or higher on Science) compared to 2017 where 38% benchmark in English (18 or higher), 14% in Math (22 or higher), 23% in Social Science (22 or higher on Reading) and 11% Biology (23 or higher on Science). TRENDS THAT WILL IMPACT THE SCHOOL SYSTEM: - Implementation of RTI for the ninth year - College and Career Ready Standards - Alabama Math and Science Initiative (AMSTI) strategies and support is being implemented across the district to increase rigor. - Learning Supports- 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. ALSDE District Technology Plan 2019-2020 - Henry Co - ALSDE District Technology Plan 2019-2020 - Generated on 09/20/2021 Henry County Board of Education Page 6 of 21 Resources, strategies, school and community resources are unified and fully integrated with instruction and management - Implementation of the co- teaching model for all personal -

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learning leads for administrators (special needs) STRENGTHS: - College and Career Ready Standards - Implementation of RTI for the 9th year - Special Education program - Stakeholder involvement NEEDS - Increase the number of special needs students who score proficient on state mandated tests - Number of students graduating - Continued improvement in attendance - High quality sustained professional development - Stakeholder involvement - Technology infrastructure.

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.).

Values and Beliefs: 1. Always strive to be the best at whatever you do. 2. Always finish any task you begin. 3. If you feel overwhelmed with numerous tasks at one time, prioritize and keep moving forward. 4. Always help others no matter how small the task may seem. 5. Find one good thing to do each day for another and wish nothing in return. 6. Take each challenge head on and don't quit until you find the answer. 7. Make the best of your time each day while learning anything and practice to always become a better person. 8. When the opportunity presents itself, step forward and lead others in a positive direction when others don't. Vision Statement: The vision of the Henry County School System is to inspire students to learn and empower teachers to teach. Students are engaged and an early age all the way to Graduation. Stakeholders are involved all the way from elementary to High School where they see Student growth and education on a regular basis. Our Students are challenged each day and we know this prepares them for the fast paced world they will enter upon Graduation. Our Students will be prepared to become productive members of society after Graduating whether it is entering the workforce, continuing their education in college, or entering a branch of the Armed

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Forces. We know they will carry the lessons learned from Henry County Schools and become productive in any road they choose to follow. Mission Statement: The Mission of the Henry County School System is to produce confident, self-directed, lifelong learners that will become productive citizens in our global community. This will be achieved by effective Teachers, leading Administrators, and supportive Central Office staff that provide quality education through the opportunities of education using the most advanced technology provided through various local, state and federal funds in the best and advanced facilities we have to offer.

Additional Information

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

Prior responses identified all needs.

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B. Stakeholder Involvement

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

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

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

> We began a new Technology Team where members meet on a monthly basis and advise in the specialty areas during meetings and otherwise as necessary.

    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.).

> Lori Beasley - Federal Programs Kevin Sanders - Curriculum Dr. Dennis Brand - Career Tech Geoff Jones - Technology, Corey Whitehurst - AHS Teacher, Amy Sanders - HHS Counselor, Demetria Porter - AES Staff, Michele Crews - HHS Assistant Principal, Mollie Goodwin - HES Media Specialist, Jennifer Teat - AES Media Specialist, Lorine Durr - AHS Office Staff, Mike Snell - HMS Assistant Principal, Krissi Murphy - HES Counselor, Shannon Cox - HES Office Staff, Susan Frank - HMS Counselor, Nicole Bass - HMS Teacher, Janet McCraney - HMS Office Staff, Tara Davenport - AHS Assistant Principal, Lacy Scott - HES Teacher, Shelby Floyd - AES Teacher, Nikki Burns - HES Assistant Principal, Scharona Grimsley-Dawkins - AES Counselor, Sharla Harris - HHS Teacher, Linda Lawrence - AES Assistant Principal.

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

The final plan will be placed on the District Website. Activities will be communicated to stakeholders through PTA, Principal Meetings, and Faculty Meetings.

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C. Technology Diagnostics

Data Sources & Funding Sources

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

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

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

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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)

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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: 1) Continue to Increase Bandwidth to support growing need of Faculty / Student Use. 2) Continue to Increase Wireless Capability to support Student Access. 3) Replace and/or Update Computer Labs for large instruction / internet use (i.e. Research, etc.). B) STRENGTHS: 1) Fiber LAN and Metro-E Fiber WAN to each campus / Locally-owned Fiber to each Network Closet / 100Mbps to each end client / 1000Mbps to each Access Point. 2) All Schools have appropriate Bandwidth capacity (upgrades as needed due to increase of Technology Devices). 3) Fully-Manageable Network Switching System. C) DATA SOURCES: 1) Inventory Analysis 2) Infrastructure Analysis 3) ASA Traffic Graphs 4) 2021-22 Technology Surveys

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: 1) More funds for Technology purchases for each School. 2) More Technology Training at each School Campus. 3) More funds available for Technology Professional Development opportunities for each School. B) STRENGTHS: 1) Technology PD offered at almost every Teacher In-Service Day. 2) Teachers participate regularly in free Technology PD with Technology in Motion. 3) Training Videos distributed to Teachers via Desktop Applications for School and Home use. C) DATA SOURCES 1) Local School Technology Requests 2) 2021-2022 Technology Surveys 3) Principal's Meeting

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

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c) Identify the data sources

A) AREAS OF NEED: 1) Classroom / Lab Computers and/or tablets for Students. 2) Replace Computers as needed for Teachers and Students. 3) Increase Bandwidth as needed to support Student growth. B) STRENGTHS: 1) Teachers model State Technology Course of Study Alignment. 2) Teachers use VoIP, Email, and Website tools to effectively communicate with Parents and Students. 3) Online Assessment programs are purchased to help deliver faster results through comprehensive data-driven instruction. C) DATA SOURCES: 1) Supported by Board of Education 2) CIP 3) Federal & State Requirements 4) 2021-2022 Technology Surveys

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: 1) More incorporation of AL State Tech Course of Study in collaboration with core subject Course of Studies. 2) More basic Technology operations with existing Technology. 3) Purchase of more Technology for Teacher and Student uses. B) STRENGTHS: 1) Participating Teachers implement the use of Technology into daily education using existing Technology and Digital tools. 2) Using Lab-based online Assessment Tools. 3) Most Teachers that have adequate Technology devices are using them on a day-to-day basis. C) DATA SOURCES: 1) 2021-2022 Technology Surveys 2) Technology Team Meeting 3) Inventory Analysis

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: 1) More Teacher involvement and participation. 2) More Training with Teachers using existing Technology. 3) More Technology Devices per classroom. B) STRENGTHS 1) All students in grades 9 - 12 are required to take an "online" class to meet the Graduation Requirements. 2) Assignments are given through Classroom and Web page class Instruction. 3) Students communicate assignments using Google Classroom accessible from any internet connection. C) DATA SOURCES: 1) 2021-2022 Technology Surveys 2) Technology / Principal Meetings 3) Inventory Analysis

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

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c) Identify the data sources

A) AREAS OF NEED: 1) More incorporation of AL State Tech Course of Study in collaboration with core subject Course of Studies. 2) More basic Technology operations with existing Technology. 3) Purchase of more Technology for Teacher and Student uses. B) STRENGTHS: 1) Participating Teachers implement the use of Technology into daily education using existing Technology and Digital tools. 2) Using Lab-based online Assessment Tools. 3) Most Teachers that have adequate Technology devices are using them on a day-to-day basis. C) DATA SOURCES: 1) 2021-2022 Technology Surveys 2) Technology / Principal Meetings 3) Inventory Analysis

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) AREAS OF NEED: 1) Increase the idea of importance of Technology in each Student, Parent, and Teacher. 2) Increase Technology for Students at each School. 3) More Evaluations of Teacher Needs on a routine basis. B) STRENGTHS: 1) Encourage Administrators to support Teachers using Technology and Purchase equipment when funds are available. 2) Increasing Teacher, Parent, and Student involvement through Technology. 3) Train-the-Trainer concepts with T.I.M. C) DATA SOURCES: 1) 2021-2022 Technology Surveys 2) Technology / Principal Meetings 3) Inventory Analysis

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

Prior responses identified all needs.

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.

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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.

TEACHER WEBSITE TRAINING: A) Face-to-Face at Faculty Meetings / or other designated time at Central Office B) 1 hour time slot C) Attended by all Faculty and Staff D) Presented by LEA IT Staff FERPA TRAINING (SCHOOLS) A) Face-to-Face at Faculty Meeting B) 1 hour time slot C) Attended by All Faculty D) Presented by School Administrators FERPA TRAINING (C.O.) A) Face-to-Face at Central Office B) 1-2 hour time slot C) Attended by All C.O. Staff D) Presented by LEA IT Staff UPDATED BULLYING / INTERNET SAFETY TRAINING: A) Teacher Training Students B) 1 hour time slot C) Attended by All Students D) Presented by Teachers or Media Specialists TEACHER TECHNOLOGY TRAINING (Google Classroom, Docs, Incorporation): A) Face-to-Face at Schools and Off-Site B) 1 hour time slots (or more) C) Attended by designated Teachers (Train-the-Trainer) D) Presented by T.I.M.Trainer KNOWBE4 TRAINING (SCHOOLS) A) Website Training B) 1 hour time slot C) Attended by All Faculty D) Presented by IT Department via Email.

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

📄 Henry County Inventory Not Due Until April 2022

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Infrastructure

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

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

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

ATTACHMENTS

Attachment Name

📄 2021-2022 Tech Plan WAN Description

Data Compliance

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

Must attach a copy of the policy.
See attached.

ATTACHMENTS

Attachment Name

📄 Policy 5.91 Data Governance

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.
See attached.

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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).

<u>Must</u> attach a copy of the policy.

See Attachment

<u>ATTACHMENTS</u>

Attachment Name

📄 Henry Co Virtual Option

7b. Please select your Virtual School Provider. Select all that apply.

■ **ACCESS**

☐ Vendor (enter vendor name in comments below)

■ **Other (enter in comments below)**

<u>COMMENTS</u>

Access and Edgenuity (with certified teachers)

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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

⊞ 2021-2022 Alabama Technology Plan Goals and Activities

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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

ALSDE District Technology Plan 2021-2022 - ALSDE District Technology Plan 2021-2022_09202021_16 - Generated on 12/04/2024

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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

📄 District Assurance SIGNED

ALSDE District Technology Plan 2021-2022 - ALSDE District Technology Plan 2021-2022_09202021_16 - Generated on 12/04/2024

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Attachment Summary

Attachment Name	Description	Associated Item(s)
⊞ 2021-2022 Alabama Technology Plan Goals and Activities		• E
📄 2021-2022 Tech Plan WAN Description	2021-2022 Tech Plan WAN Description	• D.4
📄 District Assurance SIGNED		• G
📄 Henry Co Virtual Option		• D.7a
📄 Henry County Inventory Not Due Until April 2022		• D.3
📄 Policy 5.91 Data Governance	Policy 5.91 Data Governance	• D.5