



# ALSDE District Technology Plan 2021-2024 Escambia

ALSDE District Technology Plan 2021-2022

**Escambia County Board of Education**

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## Table of Contents

ALSDE District Technology Plan 2021-2022	3
A. Executive Summary	4
B. Stakeholder Involvement	7
C. Technology Diagnostics	9
D. Needs Assessment	12
E. Alabama Technology Plan Goals and Activities	19
F. Surveys	20
G. District Assurances	21
Attachment Summary	22

## **ALSDE District 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?

Escambia County is a rural county located in southern Alabama that spans an area of 953 square miles. There is a current population of approximately 38,000 people. The Escambia County School System employs 356 certified personnel (296 teachers) and 276 support personnel to serve 4,150 students. Our school system is organized into three feeder patterns, with high schools located in Atmore, Flomaton, and East Brewton. Escambia County High School is located in Atmore, Alabama. The following schools are members of its feeder pattern: Escambia County Middle School, Huxford Elementary School, and Rachel Patterson Elementary School. Flomaton High School is fed by Flomaton Elementary School and Pollard-McCall Junior High School. The W. S. Neal High School feeder pattern in East Brewton consists of W. S. Neal Elementary School and W. S. Neal Middle School. Turtle Point Science Center and our alternative school are located in Flomaton, and the Escambia Career Readiness Center is in Brewton. There are two central office locations. The Brewton Central Office houses the superintendent, transportation, and human resources. Federal programs, curriculum and instruction, and our child nutrition program staff are located at the Atmore Central Office.

### 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.

Through the leadership of the Escambia County School Board and the Superintendent of Education, our system is poised to address the challenges which exist in education today. The system leadership is committed to increasing the graduation rate and preparing our students for college or the workforce. All of our

schools have wireless access in every building and the majority of our classrooms have interactive whiteboards to support instruction. We continue to include significant infrastructure upgrades in our current E-Rate applications to support or 1:1 technology implementation and overall technology systems.

## 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.).

Escambia County Schools' Vision: Excellence in Education: Every Child; Every Day!

Mission: The mission of Escambia County Schools is to provide a safe, rigorous, and engaging learning environment that promotes healthy, respectful, resourceful, and responsible life-long learners who will collaborate, lead by example, set goals to strive for excellence, and graduate as college or career ready.

### Core Beliefs:

- Every student should have a safe and caring learning environment.
- Every student can and will learn.
- Every student’s education is a shared responsibility.
- Every student deserves a rigorous curriculum and equitable opportunities that meets his or her learning needs.
- Every student should graduate as college or career ready.

Our purpose is to develop graduates with the knowledge and skills to be successful in the 21st Century. The Escambia County School System has embraced Alabama's Plan 2020 in an effort to better prepare our students for their chosen career paths. We have added several career technical courses for our students as well as expanding our dual enrollment program to include dual credit classes. The system

has placed a priority on professional development to support the implementation of the Alabama College and Career Ready Standards for math and English language arts. There are plans to improve our technology infrastructure and the curriculum and technology departments are collaborating to implement the most effective use of technology for the students. Through the improved use of technology for instruction, the addition of courses for college and career ready students, and an emphasis on the College and Career Ready Standards we hope to have all graduates prepared for whatever path they choose after high school. The Mission of the Escambia County School System is to provide engaging and comprehensive instructional programs that will enable our students to graduate college and/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.

N/A

### **ATTACHMENTS**

#### **Attachment Name**

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Snapshot of submitted inventory

## 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.).

A system technology team was selected by the school system administration. Each prospective member was contacted by the assistant superintendent, informed of the requirements, and asked if they would be inclined to serve on the team. An initial meeting date was sent by email to all members to confirm there were no scheduling conflicts. Subsequent meetings have been scheduled at the end of each team meeting. This also includes the use of Schoology as an online course to communicate and provide feedback to the committee members.

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.).

Michele McClung, Superintendent  
 Michele Collier, Assistant Superintendent of Teaching, Learning, and Assessment  
 George Brown, Assistant Superintendent of Student Services  
 Jamie Burkett, Supervisor of Technology  
 Lotoya Cooper, Federal Programs Supervisor  
 Nicole Spottswood, Elementary Supervisor  
 Connie Reeves, Instructional Technology Resource Teacher  
 Danielle Brown, Elementary Teacher, FES  
 Cheree Davis, ELA Literacy Specialist  
 Junia Fischer, Assistant Principal, WSNHS  
 Mark Harbison, Principal, FHS

Tara Ikner, Huxford  
Forest Jones, Principal, ECMS  
Leslie Sellers, RPES  
Perry Updike, WSNMS  
Rob Whitfield, WSNMS

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 system technology plan is available on the school system's website. Additionally, each principal and member of the technology team will be provided with a copy shared through Schoology in the principals' newsletter course. The system technology team will meet at regularly scheduled times to discuss the progress of the current plan. The superintendent and staff will be provided updates updated staff meetings. Principals will be informed of the progress during monthly administrator meetings.



## 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

Survey responses from teachers and administrators (Routinely-40%, Regularly-32%) indicate that they use the internet to communicate with students, parents, and others is a strength for our school system. The same survey responses (Occasionally-32%, Never/Rarely-32%) indicate that collaboration with colleagues is a main area of need.

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

We have identified the following areas of need based upon inventory data: 1) many of our desktop computers are more than four years old. We have identified the following areas of strength based upon inventory data: 1) the majority of our classrooms have interactive whiteboards for instructional use 2) 95% of our devices are dedicated for instruction/student use 3) We are adding chromebooks in the district and upgraded our wireless infrastructure in preparation for a 1:1 technology initiative.

Many classroom teachers need new laptops. Viewsonic boards are being purchased to update the interactive boards currently in place.

Data Source: Full district inventory

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

Survey responses were used to determine the areas of need and strengths for this indicator. The following areas of need were identified: 1) 64% of our teachers and administrators occasionally or never/rarely plan and collaborate with colleagues

either face to face or virtually 2) 73% of our teachers occasionally or never/rarely plan lessons that teach digital literacy 3) 63% of our teachers indicated that they occasionally or never/rarely plan activities that promote individual and collaborative

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 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 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

ALSDE District Technology Plan 2019-2020 - ALSDE District Technology Plan 2019-2020\_01292020\_14:09 - Generated on 02/06/2023 Escambia County Board of Education Page 11 of 19 student reflection using digital communication tools. There were two strengths indicated by the teacher responses: 1) 71% of teachers frequently or occasionally provide their students with multiple ways to demonstrate learning and mastery, utilizing various forms of technology to administrate formative and summative assessments 2) 84% of our teachers indicate that their principal supports and promotes integrating digital resources and 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

Teacher responses to the Alabama Educator Technology Survey were used to determine the areas of need and strengths for this indicator. The following three areas of need were identified: 1) 67% of the teachers indicated that the district somewhat or doesn't provide useful professional development in the area of effectively using digital tools in the classroom 2) 62% of the teachers indicated that they were interested in learning more about planning and implementing a 1-1 initiative in their classroom 3) 65% of our teachers indicated that they are interested in learning more about planning and using project based/authentic learning activities in their classroom. The following area was identified as strengths by our teachers: 1) 66% have sufficient access to online digital resources aligned to the online Alabama course of study standards.

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

Teacher responses to the Alabama Educator Technology Survey were used to determine the areas of need and strengths for this indicator. The following three areas of need were identified: 1) 84% of the teachers indicated that neither they nor their students use Videoconference Software often. The following three areas were identified as strengths: 1) 97% of our teachers indicated that they and their

students often use the internet 2) 69% of our teachers and students use interactive whiteboards in the classroom 3) 73% of teachers and students use online videos/podcasts in their classroom.

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

Teacher responses to the Alabama Educator Technology Survey were used to determine the areas of need and strengths for this indicator. The following area of need were identified: 72% of our teachers occasionally or never/rarely participate in local and global learning communities to explore creative applications of technology to improve student learning. There were three strengths indicated by the teacher responses. 95% of our teachers use desktop computers.

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

Teacher responses to the Alabama Educator Technology Survey were used to determine the areas of need and strengths for this indicator.. The following two areas of need were identified: 1) video conferencing, 48% of the administrators do not use or promote the use of a video conference room and 43% do not use or promote the use of video conference software 2) 30% of the administrators do not use or promote the use of the school network from home. There were three strengths indicated by the administrator responses. They are: 1) 96% of our administrators use email often 2) 96% of our administrators often use desktop computers 3) 74% of our administrators indicated they routinely or frequently use technology tools and resources and collaborate with others to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning.

1h. **Other** (Optional)

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

N/A

Professional Learning

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

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

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

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

B. **Time:** Projected number of hours/days.

C. **Who will attend:** Teacher, school administrator, district administrator, specialists, other

D. **Who will present:** Indicate type or name, e.g., Technology in Motion Instructional Specialist, ALEX A.C.E. Trainer, ACCESS trainer, LEA staff, AETC attendance, external trainer, corporate, consultant, etc.).

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

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

Nearpod- face to face with additional sessions offered- Teachers - 6 hours each-presented by Nearpod

Discovery Education- multiple sessions offered virtual Teachers - 2 hours each-presented by Discovery Education

Schoology- online course, self-paced for teachers and admins

PowerTeacherPro - varoius sessions, offered by Instructional Technology

### 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**

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Snapshot of submitted 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.

Escambia County Schools has an infrastructure that supports student achievement at all locations. Our schools and facilities are connected via a WAN that is a 1Gb Metro E leased network service provided via a fiber optic network. Each school and facility has a 100/1000Mb switched LAN. All core switches are connected at 1Gb and all edge devices are connected at a minimum of 100Mb. We also maintain a wireless LAN that is an 802.11AC centrally managed network in all buildings and common areas across the system. Our district is currently provided 1000Mb of internet bandwidth. This internet access is distributed across our WAN, LAN, and WLAN and is available to all networked devices in the system. All internal systems and nodes are protected by a central firewall and digital content filter.

## 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 Policy -Board



 Data Governance Policy -Board 2

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**

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 Data Governance Policy- 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**

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 Virtual School Plan

 Virtual School 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**

SchoolsPLP.



## 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**

## 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**

## 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.

- o I have completed and uploaded the Alabama Technology Plan District Assurance.
- o I have not completed or uploaded the Alabama Technology Plan District Assurance.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Data Governance Policy -Board		<ul style="list-style-type: none"> <li>• D.5</li> </ul>
 Data Governance Policy -Board 2		<ul style="list-style-type: none"> <li>• D.5</li> </ul>
 Data Governance Policy- Procedures		<ul style="list-style-type: none"> <li>• D.6</li> </ul>
 Snapshot of submitted inventory		<ul style="list-style-type: none"> <li>• A.4</li> <li>• D.3</li> </ul>
 Virtual School Plan		<ul style="list-style-type: none"> <li>• D.7a</li> </ul>
 Virtual School Policy		<ul style="list-style-type: none"> <li>• D.7a</li> </ul>