Dale County District Technology Plan 2021-2022_09202021_16:44

ALSDE District Technology Plan 2021-2022

Dale County Board of Education
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Diagnostics

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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?

Dale County is located in the southeast corner of Alabama in a part of the state known as the Wiregrass. The county seat is Ozark, which is also home to the Dale County Board of Education. Most residents would agree that the single most influential force in Dale County is the presence of Fort Rucker, the home of Army Aviation. This military installation hosts a daytime population of nearly 14,000 people with almost 6,000 being uniformed soldiers and officers. Nearly 7,500 local residents are employed as civilian and contract employees while approximately 3,500 others are military families. What an incredible impact on our local economy! In addition to Fort Rucker and the town of Ozark, Dale County is comprised of the incorporated towns of Daleville, Ariton, Midland City, Napier Field, Newton, and Pinckard. Several more communities dot the rich farmland and curving rural roads. Residents of this area enjoy outdoor recreation and the privilege of living only two hours away from the beaches on the Gulf of Mexico. Local community activities such as Ozark's Claybank Jamboree and church gatherings pull people together, but school-sponsored events are the biggest overall attraction. Friday night football and afternoon baseball and softball games are a part of the rich sports heritage. The various communities pool their resources to turn out winning sports teams. Beauty pageants, barbeques, and civic projects such as Relay for Life also serve to unite the communities. The Alabama legislature created Dale County, Alabama, in 1824. The early settlers of Dale County recognized the importance of church and school. The earliest church was Claybank Church which was built in 1829. By the advent of the Civil War, small schools were operating throughout the county. Interestingly, there was even a Baptist Collegiate Institute which operated in Newton from 1898 to 1929

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and served more than 10,000 students. Latest census statistics reveal the 2010 estimated population of Dale County was 49,884. The median household income in 2019 was $47,214.00 compared to $44,473 during the 2010 census information. The latest unemployment figures for the county stand at 2.8%. In 2020 it was 6.0%. The Dale County School system is governed by an elected superintendent and five elected board members. The superintendent serves a four-year term and board members serve six-year terms. There are four school systems in Dale County. They are as follows: Dale County Schools, Ozark City Schools, Daleville City Schools, and the Fort Rucker School. The twenty-day count of the school year 2021-22 indicates the Dale County School System enrolls approximately 3,222 students in seven schools: one unit school, two high schools, one middle school, and three elementary schools. Ariton School, a unit school, serves grades PreK - 12 and has an enrollment of 832 students. G.W. Long High School serves grades 7 - 12 and has an enrollment of 390 students and G.W. Long Elementary has an enrollment of 455 students in grades PreK - 6. Dale County High School serves students in grades 9 - 12 and has a current enrollment of 417 while its three "feeder" schools, South Dale Middle (grades 5 - 8), Midland City Elementary (grades K - 4), and Newton Elementary (grades PreK - 6) serve 397 students, 436 students, 295 students respectively. Six of the seven schools in Dale County qualify as Title I schools based on percentage of economically- disadvantaged students.Economically-disadvantaged student percentages are equal to the free/reduced lunch percentages. School free/reduced lunch percentages are Midland City Elementary (78.21), Newton Elementary (68.98), South Dale Middle School (72.80%), Dale County High School (58.94%), Long Elementary School (50.23.%), and Ariton School (57,33%). Overall percentage for free/reduced lunch for the system is 57.33%. Long High School is the only school that does not qualify for Title I services. They have a free/reduced lunch percentage of 31.79%. The percentages of free/reduced lunch have increased in each of our seven schools over the past several years. Eight percent of the total enrollment of Dale County student population has been identified as students with disabilities and receive services in special needs programs such as mildly intellectually disabled, moderately intellectually disabled, learning disabled, severely intellectually disabled, profoundly intellectually disabled, hearing impaired, vision impaired, other health impaired, and speech. An additional six percent of the student population meets the requirements for the gifted education program. Elementary gifted students receive weekly enrichment services at their local schools from designated gifted education teachers. Middle and high school students participate in gifted opportunities through the academic programming at the respective schools. Dale County School District, which is ranked within the top 20% of all 139 school districts in Alabama (based off of combined math and reading proficiency testing data) for the 2018-2019 school year. The school district's graduation rate of 98% has increased from 86% over five school

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years. Some of the reasons for this improvement include personnel, additional staff development opportunities, Response to Instruction (RTI), enrichment/remediation period implemented at the three high schools, addition of new technology and software, summer school for credit and non-credit, the addition of the Alternative School, additional course offerings at the Career Tech Labs, ACCESS, and extra-curricular programs. New employees receive orientation each year by the district administrators as well as the local administrator. The system promotes the implementation of research-based instructional strategies, innovations, and activities by providing the system employees with numerous training sessions. We provide these opportunities during the school year as well as the summer months at no cost to the employee. These training sessions allow all teachers to benefit from professional development activities which are relevant to each teacher's classroom instruction. The Dale County School System employs 419 people. There are 248 professional staff and 171 support staff. The achievements of all of Dale County's teachers create a learning environment for students who benefit from the hours they have spent in additional college work, professional development, and across-the-curriculum collaboration. Academic performance is most often measured by performance on standardized tests. In the past, the Dale County School system has performed very well on these tests. The Dale County School system, along with all other school systems in the state, transitioned from an accountability model and assessment-based on ESSA to a new accountability model. Plan 20/20 was adopted by our state several years ago, which included that a more rigorous assessment be implemented. Dale County Schools Destination: Excellence When families make the important decision of selecting a school for their children they usually consider these important factors: 1 - School Safety; 2 - Student Achievement; 3 - A Caring Environment. The seven schools of the Dale County School system offer these important factors and so much more. Dale County Schools have a rich tradition of academic and athletic excellence. The schools have tremendous community support and pride themselves in providing a quality education to the young people in the communities. The faculty and staff of each school is very dedicated to providing a safe and disciplined learning environment. All stakeholders work hard to prepare ourselves, our campuses, and our programs to bring academic and athletic excellence to our students. We pride ourselves in producing well-rounded, moral, and knowledgeable students. Our students grow and learn because of the support of our parents, businesses, partnerships, and community leaders that help mold our students into productive members of society. Dale County Schools continue to meet established state and national standards. Dale County School system stakeholders raise the bar each year to push our students and teachers to increase our level of achievement. As the superintendent and alumnus, it makes me proud to say that we have the highest academic achieving county school system in Alabama (State Report Card Score - 93).

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Teachers are dedicated in making sure every class meets its proficiency rate in Math and Reading as required by state and federal legislation. We are very proud of our academic accomplishments! We understand this is a result of great teamwork from our staff, parents, and students. Our small, rural community schools offer small class size, compassion, modern technology, and academic achievement that has brought our school system national and state recognition. We are proud Purple Cats, Rebels, Warriors, and Wolverines. Ben Baker Superintendent, Dale County Schools

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.

Accomplishments for Dale County Schools since 2016 ✓ Pre-K established in every elementary school ✓ Started and completed a 1:1 technology initiative; every student has access to a Chromebook ✓ Started Career Tech and STEM courses for middle school students ✓ Contracted to secure full time certified athletic trainers ✓ Started Health Science Programs at all high schools ✓ Started a SRO program - full time deputies on campus to protect and build relationships ✓ Major Construction Projects on every campus - including 3 gyms and a complete remodel of a school ✓ Highest Dual Enrollment and Work Based Learning participation in a 4-year period ✓ Awarded a million-dollar USDA grant for technology ✓ Purchase of the National Guard Armory Property in Ozark for future Career Tech Academy ✓ Added new programs including - band, golf, track, soccer ✓ 5 years of balanced budgets - first time ever ✓ Started an A/C initiative for school buses - purchase 4 each year ✓ More state championships won than any other 4-year period ✓ One of the few school systems in the Nation that did not close a school due to COVID in 2020-2021 ✓ Highest Achieving County School System in Alabama (State Report Card - 93)

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.

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• 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.).

Beliefs 1. Every person on each campus is a valued individual with unique physical, social, emotional, and intellectual needs worthy of respect. 2. Every teacher and student has the right to a safe and enjoyable learning environment that promotes student learning, fosters self-worth and enhances his or her potential. 3. All students have the ability to learn; therefore, they should be provided with a a variety of instructional approaches to support different learning styles. 4. Students have a greater opportunity for success when they are actively engaged in the learning process in a well-disciplined environment. 5. Students develop to their full potential when there is a harmonious relationship among the school, the home and the community. 6. Students need to demonstrate their understanding of essential knowledge and skills and need to be actively involved in higher order thinking, problem solving and quality work production in order for them to become life-long learners. 7. Students are provided opportunities for students to practice principles and qualities of self-discipline needed for democratic citizenship and responsible participation in a multicultural, multi-ethnic society. 8. Schools need to function as a learning organization in which teachers, administrators, students, parents, and the communities share the responsibility for advancing the system's mission while demonstrating dedication, a positive attitude, and a willingness to change. Vision EXCELLENCE Goals 1. We will provide a safe and supportive environment for learning opportunities. 2. We will develop college and career ready students through multiple approaches. 3. We will demonstrate and promote being responsible, respectful and resourceful citizens. Mission Statement The mission of Dale County Schools is to develop life-long learners who have personal, economic, technological and social skills needed to be member of a global society.

Additional Information

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

The Dale County School System has experienced an overwhelming humility over the past several years. The greatest among them being the role our schools play in the community. Most of the activities that involve our communities center on the school or schools in the area. The school provides numerous activities for the students, which also engages parents and other stakeholders. On afternoons or evenings

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when the home school is playing football, basketball, baseball, softball or a meeting is being held at the school, many of the local residents are in attendance supporting their school and it's students.

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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 <u>every</u> 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. <u>All</u> should clearly understand their roles and expectations in the process and final plan produced.

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

    The Dale County School System recognizes that improving the achievement of all students is a shared responsibility among parents and teachers. To this end, the Dale County Board of Education will work toward building and maintaining a strong parent-school partnership that provides for meaningful and regular communication involving student academic learning and other school activities. The Improvement Plan Stakeholder Involvement Plan outlines the school district's intent to provide leadership in working with all stakeholders to assure their participating in the development and implementation of strategies that seek to ensure school success for all students enrolled at Dale County Schools. Coordination, assistance, and other support, as necessary, will be provided to help the stakeholders at the local school. Data Source: School CIP meetings, School Title I meetings, School Technology Plan meetings Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process. Principals - Faculty meetings School staff and Parents - Continuous Improvement Plan meetings School staff and district administration - School Technology Plan meetings Principals and district administration - Principals meeting Stakeholders - PTO and Regular Board meetings Data Source: School CIP meetings, School Title I meetings, School Technology Plan meetings Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress. School, District and State Websites

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and Regular Board meetings. (semiannual)PTO meetings if available, Title I meetings (semiannual)

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.).

Ben Baker - Superintendent Chuck Walker - Associate Superintendent Lisa Welch - Career Tech Director Chris Mitten - Curriculum Director Juan Cepero - Technology Coordinator Wesley Bradshaw - Technology Specialist Cyndi Barefoot - Ariton Librarian Matt Phillips - Midland City Elem Assistant Principal Dr. Perry Dillard - South Dale Middle School Principal

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.

We use Google Classroom and District Website posting during the year for communications.

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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>

2. **Funding Sources.** Select the most probable Funding Sources for each activity.

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(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

Needs: 1-Waiting for upgrade of all schools wireless access points to include support for the AX WiFi 6 model. 2-Waiting for additional WAN bandwidth for Middle Schools and Elementary campuses. 3-Update all switches to Generation 2 Strengths: 1-Switches Stack at 10 GB's and 10 GB's Backbones between buildings at 95% of all campuses. 2-WiFi Access Point at every classroom. Data Source: Inventory, Technology Survey, School Technology Plan meeting

ATTACHMENTS

Attachment Name

📄 PO#8992-78 Erate Order

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

Needs: 1-Update all eligible windows desktop/laptop to version 11. 2-replace windows models older than 5+ years. 3-replace Chromebooks no longer entitle to Google OS upgrades. Strengths: 1-1:1 for all student Grades 3-12 2- TV Panels at most of teachers classroom wired to the network for better performance. Data Sources: Inventory, Technology Survey, School Technology Plan 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
c) Identify the data sources

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Needs: 1- to survey and educate parents the need of educational technology techniques available at home that support learning.2- more computers/tablets use in the classroom.3- to combine data to create a support system more responsive to student needs.4- PD for Digital Citizen activities (standards) in the classroom. Strengths: 1- online student information system PowerSchool available to parents.2- online assessment tools for rapid media/data results.3- teachers model (train the trainer) appropriate digital citizenship skills. Data Source: Inventory, Technology Survey, School Technology Plan meeting, ISTE Standards

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

Needs: 1- to continue providing hand-on training for PowerSchool users to incorporate new enhancement and data to the student information system program.2- to expand the use all Google Apps tools for teachers for collaboration and sharing of local resources.3- a technology coach position at each of the schools. Strengths: 1 - Schools are using TiM training for technology PD. Inventory, Technology Survey, School Technology Plan meeting, Google Apps

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

Needs: 1- more computer time for students in the classroom or labs to learn digital concepts.2- department coaches to participate in Annual State Technology Conference for professional development.3- more hand-on workshops and tools for teachers to identify ways to impact learners with formative assessment to improve instruction. Strengths: 1- continue to use the state TiM professional development training opportunities in our area.2- teachers model appropriate integration of technology standards.3- District Educator Effectiveness group modeling technology impact and use in the classroom for effective teaching. Inventory, Technology Survey, School Technology Plan meeting

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

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Needs: 1- more computer time for students in the classroom or labs to learn digital concepts.2- department coaches to participate in Annual State Technology Conference for professional development.3- more hand-on workshops and tools for teachers to identify ways to impact learners with formative assessment to improve instruction. Strengths: 1- continue to use the state TiM professional development training opportunities in our area.2- teachers model appropriate integration of common core standards.3- District Educator Effectiveness group modeling technology impact and use in the classroom for effective teaching. Inventory, Technology Survey, School Technology Plan meeting

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

Needs: 1- to use cloud based concepts for productivity and sharing resources with staff and students.2- more tablet/IPAD availability and use for teachers and students. Strengths: 1- all staff are setup for Google Suite accounts.2- Online district communications are shared with staff and Stakeholders. Inventory, Technology Survey, School Technology Plan meeting, Superintendent

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

This year with the help of the Alabama Legislature a $25,000 grant is expected help the Technology Department with local next generation firewall appliances in each campus that identifies thousands of applications inside the network traffic for deep inspection and granular policy enforcement. Protection against malware, exploits, and malicious websites in both encrypted and non-encrypted traffic.

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.

Face-to-Face onsite training for the implementation of technology TiM 2 days per schools - teachers Face-to-Face onsite training with contractor to facilitate Technology Integration in the classroom. Face-to-Face onsite training for the student information system PowerSchool - consultant - 2-4 days - school administrators, teachers Face-to-Face onsite training for Teacher Effectiveness ALSDE - Cont. facilitate 3-6 days - teachers, school administrators, district administrators as needed. Plus Google Classroom Delivery Instruction

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.

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**

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- **Digital Content, and Digital Tools**

If uploading attachment with the information, please type *See Attachment* in text field.
WAN/LAN InfrastructureCentral Office connects to Internet from the Alabama Supercomputer Authority consortium at 1000 mbps. Each school have a MS Windows 2016 server that connects via managed switches to every classrooms. Classrooms have one or more CAT5/5e/6a connections and utilize small switches for multiple computer connections. We have 260+ singlesign-on wireless access point capabilities throughout the school hallways for the mobile presentation stations and laptops to use and about 200 IPADS/Tablets for teachers and administrator with only less than 2% available to students. School Bandwidth/internet Access;The current Internet Service Provider for Alabama Super Computer Authority is Troy Cablevision. Ariton Schools GW Long and Dale County HS has received E-RATE funding through the Alabama Supercomputer Authority Consortium for bandwidth increases to 1000 mbps each. South Dale Middle, Newton Elementary and Midland City at 100 mbps. The Bus barn & Maintenance campus is connected at 10 mbps tocentral office. VoIP phone systems are been used district-wide with PoE capabilities in selected areas with about 120+ phones. Information Security & Safety:We use content filter and firewall services from the Alabama Supercomputer Authority for CIPA compliance. We also have local IBOSS Enterprise content report server and filter for internet access monitoring. Digital Content/Digital Tools Several web-based applications are available to users online:Lexia, Atrium, ACCESS Learning, PowerSchool, Renaissance Learning, Rosetta Stone, Stride Academy and Clever for Kuder 80%+ of classrooms use document cameras and presentation stations for daily instruction. All teachers have teacher portal area with the school website and access to Google drives. We also provide Cyber Security Training with Knowbe4 to all staff to prevent phishing and Ramsonware emails.

Data Compliance

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

Must attach a copy of the policy.
Committee will meet in the Spring of 2022 to update all software added since the pandemic started.

ATTACHMENTS

Attachment Name

📄 Data Governance Policy 8.60.1

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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.

In the current Education environment, there is a vast amount of data that is collected, stored, analyzed, and sometimes incorporated into other various programs in order to provide up to the minute analysis of data in the fast-paced world of Technology. To ensure that this data is being monitored and protected with a system of checks and balances, the Dale County School System has implemented a Data Governance Committee with guidance from the Alabama State Department of Education. This committee is charged with creating policies that will ensure the protection and management of data, reviewing those policies to enhance any areas of needed improvement, and making decisions as to what parties has access to this information. The committee will meet at least once annually in which each meeting will be documented.

ATTACHMENTS

Attachment Name

📄 Data-Governance-Framework

📄 Physical Data Security and Risk Management.

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.

STATUTORY AUTHORITY: CODE OF ALABAMA LAW(S) IMPLEMENTED: CODE OF ALABAMA ALABAMA ADMINISTRATIVE PROCEDURE ACT: §290-3-1-.02(7); 2(K) HISTORY: ADOPTED: May 17, 2016 REVISION DATE(S): _____ FORMERLY: NEW

ATTACHMENTS

Attachment Name

📄 Virtual School District Policy 4.81

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

- ■ **ACCESS**
- ☐ Vendor (enter vendor name in comments below)
- ☐ Other (enter in comments below)

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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

Since the implementation of PowerSchool SIS and other programs from the same company statewide our focus this year is about implementing activities toward the use of the PowerSchool tools: Schoology 20%, Google Classroom 30%, Powerschool SYS 40%. Parent/Student Portal 10%. All the third party integrations are making this year a challenge to all IT departments. Hire several retired teachers to help implement all the new programs available to teachers and staff. We will review the Fall Technology Survey plus the Spring 22 Survey by May 2022.

ATTACHMENTS

Attachment Name

⊞ 2021-2023 Alabama Technology Plan Goals and Activities

📄 ACIP Plan from SDMS

📄 Dale County Schools Roadmap for Returning to In-Person Instruction 2021-22

ALSDE District Technology Plan 2021-2022 - Dale County District Technology Plan 2021-2022_09202021_16:44 - Generated on 09/30/2022

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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 - Dale County District Technology Plan 2021-2022_09202021_16:44 - Generated on 09/30/2022

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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 Assurances 11-12-2021

ALSDE District Technology Plan 2021-2022 - Dale County District Technology Plan 2021-2022_09202021_16:44 - Generated on 09/30/2022

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Attachment Summary

Attachment Name	Description	Associated Item(s)
⊞ 2021-2023 Alabama Technology Plan Goals and Activities		• E
📄 ACIP Plan from SDMS	Most of the Technology Strategies from SDMS ACIP plan are also been implemented across the district.	• E
📄 Dale County Schools Roadmap for Returning to In-Person Instruction 2021-22		• E
📄 Data Governance Policy 8.60.1	Data Governance Policy 8.60.1	• D.5
📄 Data-Governance-Framework		• D.6
📄 District Assurances 11-12-2021	District Assurances Signed	• G
📄 Physical Data Security and Risk Management.		• D.6
📄 PO#8992-78 Erate Order	New Access Points and Switches for all schools.	• D.1a
📄 Virtual School District Policy 4.81	Virtual School District Policy 4.81	• D.7a