



FPCS 143 ALSDE District Technology Plan 2021-2022

ALSDE District Technology Plan 2021-2022

Fort Payne City 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	11
E. Alabama Technology Plan Goals and Activities	17
F. Surveys	18
G. District Assurances	19
Attachment Summary	20

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?

Fort Payne City Schools is a school system of approximately 3482 students and approximately 400 faculty and staff. We are located in Fort Payne, AL which is located in Dekalb County. We are in the northeast corner of the state. Fort Payne is located in a valley created by Sand Mountain and Lookout Mountain. We have access to major cities. We are located about 1 hour from Chattanooga, TN. We are located about 1 ½ hours from Huntsville, AL and we are located about 2 hours from Atlanta, GA. Fort Payne is a rural community. The demographics of our school system are approximately 54% White, 39% Hispanics, 3% Black and 4% Asian, Indian and other. 63% of our students are on free or reduced lunch which gives you a representation of the economic situation of our school system and community. We have concentrated on technology in our school system for more than a decade. We are using technology as tools to engage the students, to provide the students with 21st century skills, and to optimize efficiency in management, teaching, and learning. This technology includes Interactive Whiteboards, Wireless Laptops, Mobile Devices in a 1-1 model and curriculum and management software. One of the educational hurdles we face in our school system and community is that we have such a high number of non-English speakers. As a result, we must spend resources on developing English skills that other school systems may not have too.

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.

Fort Payne City Schools have 21st century classrooms which consist of Promethean Interactive Boards, Elmo document cameras, Frontrow sound systems with microphones and interactive slates . Every teacher at Fort Payne City Schools has a mobile device in addition to 1 or more computers in their classrooms. Every student at Fort Payne High School, grades 9-12 has a Chromebook that they use at school and they carry home at night. Fort Payne Middle School students grades 6 through 8 have a Chromebook that they use at school and carry home at night. Every student at Little Ridge Intermediate School, grades 3-5 has a Chromebook of which only the 5th grade carry them home. Wills Valley Elementary School students have an iPad mobile device that they use at school but do not carry home at night. Fort Payne City Schools has 12 mobile pc carts throughout our 4 schools. We have 16 mobile Chromebook carts that are not part of our 1:1 program, throughout our 4 schools. These tools have been purchased to assist our students to achieve their educational goals in this technological laden world that we now live in. Fort Payne City Schools has a nurse at each school to provide for student health needs. Fort Payne City Schools has an SRO at each school to provide for student safety. Fort Payne City Schools has hired curriculum coaches in the areas of reading, math, and technology to promote consistency and growth in our curriculum development. Fort Payne City Schools has 2 social workers to help with the mental health needs of our students. Fort Payne City Schools has a website that is integrated with our new mass notification system. We also have a new school app that is integrated with our student information system, PowerSchool. All four of our schools have outdoor and indoor digital signage. The website, mass notification system, app, indoor and outdoor digital signage are all used to improve communication not only with our students, parents and staff but also our community. Our goal over the next three years is continue to push and strive to improve our school system. Complicacy only breads going backwards in other words if you are not constantly striving to improve then you are doing the opposite. We continue to promote technology, professional development, curriculum coaches, SRO's or whatever other tools that we discover that will help us to continue to grow and adapt to the changing world we live in.

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.).

1) Fort Payne City Schools' purpose and reason for existing is to prepare the next generation for the world we live in. 2) We must prepare them for the technological challenges as well as the economic realities that they will face. 3) We must make sure that they have the proper training and background to be ready for college, work, or some other post-secondary training. 4) We begin integrating technology as early as Pre-K and Kindergarten to ensure that students are actively learning and engaging in the learning process. We believe that this approach is embodied in our mission statement which is: "Providing child-centered learning so every student may pursue any dream". We work to achieve this by offering our students the facilities and curriculum that help us accomplish this mission as early as Pre-K and Kindergarten. Our classrooms are equipped in such a way that qualifies them as 21st century classrooms. Our curriculum is wide and varied and includes partnerships with the state Access program, AMSTI, and PLTW. We have highly developed vocational programs that include culinary, business, video production, and agri-science.

Additional Information

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

Fort Payne City Schools wishes to involve the parents and community into the school system in a much more pronounced way. Through online cloud based technologies we hope to involve them in ways like never before. We hope to accomplish this using technology including our website, mass notification system, and school app. We will also use other 3rd party software and apps including the learning management systems (Schoology & SeeSaw) as well as our school Facebook account, and the texting app Remind to promote communication with students, parents, staff and the community. We also want to invite the public in more to come see for themselves what is going on in our system.

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.).

Fort Payne City Schools uses a variety of ways to keep the stakeholders informed of our issues and needs involved with technology as well as give them opportunities to make recommendation as to goals we should pursue. We keep stakeholders informed with the local newspaper, mass notification system, school system website, social media, open house meetings, email, tech staff meetings, and tech team member meetings. Any meetings are held after school or during school if arrangements could be made for the attendees to attend. During the meetings ideals presented by the teachers, parents, and administrators are used to help develop our overall plan. Input from surveys like school wide needs assessment, student survey using Google docs, and the state wide technology survey are also incorporated into the plan. The stakeholders at the meetings are chosen because they represent all 4 schools, all grade levels, parents, and staff.

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.).

The groups represented by the stakeholders include the superintendent, local school administration, central office administration, local school teachers, local school aides, system wide curriculum coaches, tech staff, and parents. Listed below

are major contributors and their roles. 1. Brian Jett Superintendent/Parent 6-8 2. Greg Titshaw Technology Coordinator 3. Patrick Barnes FPHS Principal/Parent 9-12 4. Sally Wheat WVES Principal 6. Shannon Patterson FPMS Counselor 7. Regina Boatwright WVES Counselor/Parent 6-12 8. Hannah Turner Tech Coach 9. Joy McClain FPHS Teacher/Parent 6-12 10. Brenda Smith FPCS Head Nurse 11. Kelley Chapman Technology Coach 12. Suzanne Camp FPMS Teacher 13. Bryan Anderson 1:1 Coordinator 14. Kelly Ellis Library Aide/Parent 9-12

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 final plan was communicated to the stakeholders by handout, website, and email. Ongoing changes to the plan will be disseminated to our staff, students and community by updates to the plan on the school website, printouts hung in the teacher's lounge, and by system wide emails.

C. Technology Diagnostics

Data Sources & Funding Sources

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

■ **Board of Education Actions**

■ **Compliance Monitoring Reports**

- Continuous Improvement Plan
- Discipline and Attendance Reports

■ **Educate Alabama Data**

- End-of-Course Assessments
- Federal Government Regulations
- Formative Assessments
- Graduation Rates

■ **Inventory & Infrastructure Report - Fast and Easy Access to Network, and Availability of Technology**

- School of Education (SOE) Accreditation Reviews/Reports

■ **Principal Walk - Through Checklist**

- Professional Learning Evaluations, Lesson Plans
- SpeakUp Data

■ **State Government Regulations**

- Student Achievement Data

■ **Technology Program Audit, Etc.**

■ **Alabama Educator Technology Survey**

- Other (enter in comments below)

COMMENTS

2. **Funding Sources.** Select the most probable Funding Sources for each activity.
(Check all that apply).

If Other selected, enter in comments.

- Annual Giving Fund
- Booster Fund
- Capital Improvement Fund**
- Career Technical Funds**
- District Funds (Local Funds)**
- Endowment/Memorial Fund
- Financial Aid
- General Fund**
- Perkins
- Scholarship Fund
- School Council Funds
- State Funds
- Title I, Part A
- Title I, Part C
- Title I, School Improvement
- Title I, Schoolwide
- Title I, School Improvement Grant (SIG)
- Title II, Part A
- Title III
- Title IV, Part A
- Title IV, Part B
- USAC Technology**
- No Funding Required**
- Other (enter in comments below)

COMMENTS

D. Needs Assessment

Use the needs assessment to write your objective and activities in section E. Alabama Technology Plan Goals and Activities.

Technology Program Areas

1a. **Technology Infrastructure** - WAN, LAN, wireless access points, network switches, etc.

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

a) 1. Harden Security 2. Access Points for Fort Payne High School, Fort Payne Middle School, Williams Avenue Elementary School & Wills Valley Elementary School 3. Battery Backups at Fort Payne High School, Fort Payne Middle School, Williams Avenue Elementary School & Wills Valley Elementary School b) 1. High Internet Bandwidth 2. Network Wiring to handle 10gb backbone 1gb to desktops 3. Network accessibility both wired and high-speed AC wireless c) Need - Observation, Interviews, Walkthroughs and Technical Capability Issues Strength -Observation, Walkthroughs, and Interviews

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) 1. Promethean Boards & Sound Systems at Fort Payne High School, Fort Payne Middle School, Williams Avenue Elementary School, & Wills Valley Elementary School 2. IP Camera System at FPHS 3. Chromebooks & Desktops b) 1. 1-1 Program at FPHS, FPMS, WAES, WVES 2. 21st Century Tools in every classroom 3. IP Telephone System c) Need - Capital Plan, Safety Plan, Redundancy and High Availability Strength - System Wide Needs Assessment, Technology Survey, Observation, Interviews

1c. **Student Learning** - subject area processes and content; 21st Century skills and dispositions to ensure school, career, and life success

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

- a) 1. More Staff Training b) 1. Digital Content (Typing Agent, Digital Textbooks, and etc.) 2. LMS (Schoology, & SeeSaw) c) Need - Technology Survey, Observation, and Interview Strength - Technology Survey, Observation, and Interview

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) 1. Yearlong continued Professional Development 2. Community buy in and Involvement b) 1. Professional data driven training 2. Five Professional Training Days each year dedicated to technology integration c) Need - Technology Survey, System Wide Needs Assessment

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) 1. Technology Integration b) 1. LMS (Schoology & Seesaw) 2. Directed Student Activity Technology 3. 1:1 technology c) Need - System Wide Need Assessment, technology Survey

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

- a) Identify the top 1-3 areas of need
- b) Identify the top 1-3 areas of strengths
- c) Identify the data sources
 - a) 1. Yearlong continued Professional Development 2. 21st Century Classroom Management 3. Technology Integration b) 1. INOW 2. LMS (Schoology & Seesaw) 3. Desktop and mobile device for each teacher c) Need - Technology Survey, Observation, and Interviews Strength- Observation and Interviews

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) 1. Yearlong continued Professional Development b) 2. PowerSchool 3. Desktop and mobile device for each school leader c) Need - Technology Survey Strength - Technology Survey, Observation, and Interviews

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.

MClass Data Driven Need: System Wide Needs Assessment A. Webinar B. 6 hours C. LRIS & WVES Teachers, Specialists D. Company Representative Ready-Math (Cross Curriculum Software) Data Driven Need: System Wide Needs Assessment A. Face to Face onsite B. 3 hours C. LRIS & WVES Teachers, Specialists D. Company Representative Data Governance Data Driven Need: System Wide Needs Assessment & State Technology Survey A. Face-to-Face and Online B. 1 hour training C. All teachers & administrators will attend D. Tech Coaches Mobile Technology integration Data Driven Need: State Technology Survey A. Face to Face B. 10 hours at each school C. Teachers & Specialists, School Administrator D. Tech Coaches Schoology (Learning Management System) Data Driven Need: State Technology Survey A. Face-to-Face B. 3 hour training C. All Teachers D. Tech Coaches SeeSaw

(Learning Management System) Data Driven Need: State Technology Survey Alabama Technology Plan Fort Payne City Board of Education A. Face-to-Face training weekly small group B. 2 hour training C. WAES & WVES Teachers D. Tech Coach Google Tools and Chromebook Data Driven Need: System Wide Needs Assessment & State Technology Survey A. Face to Face onsite in small groups B. 1 hour training each week C. Students D. Tech Coaches School Website Data Driven Need: System Wide Needs Assessment & State Technology Survey A. Face to Face onsite in small groups B. 1 hour at each school C. All teachers and administrators will attend D. Tech Coach Clever Data Driven Need: System Wide Needs Assessment A. Face to Face onsite B. 1 hours C. WVES Students D. Tech Coach PowerSchool Data Driven Need: System Wide Needs Assessment A. Face to Face onsite B. 4 hours C. All Teachers D. Company Representative NearPod Data Driven Need: System Wide Needs Assessment A. Face to Face onsite B. 3 hours C. All Teachers D. Tech Coaches

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**
- **Digital Content, and Digital Tools**

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

WAN Infrastructure: Our connectivity between our schools is 10gb fiber LAN

Infrastructure: Our backbone at each location is 10gb fiber. Our networks

connections to the classroom are copper and are set to 1gb. Our Main Servers at each school and our wireless controllers are connected with copper and are set to

10gb. Connectivity: All the schools connect back to the central office in a spoke type

arrangement Bandwidth: All locations shared 1500mb of internet through the central office Internet Access: Our Internet Access is provided by Alabama Super Computer Information Security & Safety: Internet Filter, Reporting & Student Safety: IBoss & Securyl VPN: LogMeIn Mail Archiver: Barracuda Mail Archiver Firewall: Palo Alto (Provided by ISP) MDM: Lightspeed Antivirus: Sophos Digital Content: Compass Learning, Typing Agent, Spelling City, Act Prep, Internet, Destiny Library Software Digital Tools: Nearpod, Airserver, Schoology, SeeSaw, Socrative, Google Apps, Microsoft Office, IPADS, Chromebooks, Computers, Laptops, Promethean Boards, Elmo Document Camera, Promethean Slate, Microphone Sound Systems, Trouble Ticket System

Data Compliance

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

Must attach a copy of the policy.

Yes, the policy has been attached.

ATTACHMENTS

Attachment Name



Data Governance Policy

6. Has the local school district developed a Data Governance Procedure document to address physical security, access controls, possible sanctions, data quality, data exchange and reporting as defined by the data governance and use policy?

Must attach a copy of the procedures.

Yes, the document has been attached.

ATTACHMENTS

Attachment Name



FPCS Secured Locations

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, the document has been attached.

ATTACHMENTS

Attachment Name



FPCS 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

Edgenuity & Schoology Managed by a Classroom Teacher from Brick & Mortar School

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

 FPCS 2021-2022 Alabama Tech Plan Goals and Activities

F. Surveys

Surveys should be completed each year from April to May. Use the results from the survey to write or update your Technology Plan each year.

I certify to the best of my knowledge and belief that the Alabama Educator and Administrator Technology Surveys have been completed for this 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.

- **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



AL Tech Plan Assurance 2021-2022

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <p style="text-align: center;">AL Tech Plan Assurance 2021-2022</p>	<p style="text-align: center;">AL Tech Plan Assurance 2021-2022</p>	<ul style="list-style-type: none"> • G
 <p>Data Governance Policy</p>	<p style="text-align: center;">FPCS Data Governance Policy</p>	<ul style="list-style-type: none"> • D.5
 <p style="text-align: center;">FPCS 2021-2022 Alabama Tech Plan Goals and Activities</p>	<p style="text-align: center;">FPCS 2021-2022 Alabama Tech Plan Goals and Activities</p>	<ul style="list-style-type: none"> • E
 <p>FPCS Secured Locations</p>	<p style="text-align: center;">FPCS Secured Location Appendix F</p>	<ul style="list-style-type: none"> • D.6
 <p>FPCS Virtual School Policy</p>	<p style="text-align: center;">FPCS Virtual School Policy</p>	<ul style="list-style-type: none"> • D.7a