Alabama Technology Plan: Transform

2020

Stevenson Elementary School

Jackson County Board of Education

Mr. Jamey Brooks, Principal
930 Old Mount Carmel Road
Stevenson, AL 35772

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Stevenson Elementary School is located in Stevenson, Alabama. Stevenson is in Jackson County which is the second largest county in Alabama. It is in the northeast corner of Alabama. It is near the Tennessee River. Stevenson boasts much history. This includes an accessible railway. The railway, still in use today, runs through the downtown area. Another unique feature is that Stevenson hosted an army fort during the Civil War. The city is made up of approximately 2,072 people. 30% of the population is under the age of 25.. The town has Caucasian, African-Americans, Hispanics, and Asians as main racial groups. The parent group consists of many college-educated individuals. Many are also skilled laborers and farmers. Still others are employed at local businesses. One challenge to the city is the large population of Hispanic citizens. Although welcomed, the language barrier for these people can sometimes be a challenge in the community and at school. The school does provide a fluent EL aide to assist the parents and students. A previous challenge to the city is that very few new businesses were built in the past five years. That hindered job growth in the town. However, several new businesses have recently opened or have plans to locate in Stevenson. These include: Brown Forman, Genos Pizza, Parts City, North Jackson Urgent Care, Burger King, Taylor Manufacturing and Google. Google's recent decision to add a data center in Stevenson area is very promising for this community. Many job opportunities are expected. The local Michael Scott Learning Center has also added many new programs for children in the Stevenson area. This calls for many people to travel at least twenty minutes for work in neighboring towns. However, there are several types of already established businesses including: banks, medical/dental offices, West Rock paper mill, fast food restaurants, Tennessee Valley Authority, a pharmacy, a hardware store, etc. Our school has approximately 346 students in grades Pre-K through fourth grade. Many of our students are from middle to low income families. Most reside with at least one parent or grandparent. Most are from homes that have one to three children in the family. We have an equal amount of male and female students. We have 173 males and 173 females. Our school has twenty-nine certified personnel along with many support staff. Many of the teachers reside in Stevenson. Others travel from Scottsboro, Sand Mountain, and other adjoining towns. Of the twenty-nine certified staff members, only three are male. One teacher holds a doctorate while others have bachelor, masters, and education specialist degrees. In the past three years, our community has changed very little. In 2011, our community park was hit by a tornado and partly destroyed. Our community and local schools now share nine tornado shelters. Our school administrator, Jamey Brooks, was new to our school last year. He has been teaching for twenty-three years. He was an assistant principal for twelve years.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Our purpose is to provide sound instruction, based on standards, in a safe environment and to enhance social structure in the technological world; while building tomorrow's leaders with the support of parents and the community.
Our mission statement is Helping all students Achieve and Succeed.
Our school beliefs are as follows:
- All students can learn and succeed.
- Each student is valued as an individual with unique, social, intellectual, and emotional needs.
- Students learn in different ways and should be accommodated through a variety of instructional approaches.
- Cultural diversity can increase student's understanding of different cultures and customs thus preparing them to live in a global society.
- Teachers encourage excellence in education, creativity, and individualism through a variety of experiences including ways to enhance critical thinking skills.
- Teachers should have clear goals and high expectations for all students.
- Students reach their highest potential when the community, staff, parents, and students work in partnership.

Our school vision is to provide a learning environment where educating children is viewed as an exciting adventure in which teachers are partners with students, parents, and community leaders to provide a variety of learning experiences that promote a love of learning, positive self- concepts, and the ability to function successfully in an ever changing technologically- advanced society.
To promote positive expectations of the students, our school participates in the PBIS (Positive Behavior Incentive System). Students receive a "doing something good" ticket from teachers, staff members, or bus drivers. The tickets are placed in a box. Names are drawn for prizes. Students also participate in Classroom DoJo. This is a website that allow teachers to add or deduct points for behavior. Students are rewarded for good behavior. We also have fourth grade "Students of the Week". Students names are drawn. Those students are allowed to do our pledge over the intercom system every morning for a week. This builds speaking skills while promoting confidence for the given students. To assist all students in learning, we also use the ARI model for tiered instruction. The classroom teacher will give tier I instruction to all students. Tier II and III students will receive extra help from their teacher. Students with special needs will receive additional help. The reading coach will provide assistance in kindergarten through third grades with the majority of time being spent in third grade.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Stevenson Elementary School has a very experienced teaching staff. We also have a high attendance rate by students. One notable achievement is the addition of many new projectors and a few new Promethean boards. We have added some Apple TV devices also. We continue to utilize the many useful online programs. IPads are used daily by most students. IPad book check out has begun in our library. One notable achievement in the last few years has been our receiving a 21st Century after school program. Three teachers provide after school instruction for approximately sixty students. A few years ago (2014-2015), we received a four-year old Pre-K program. The program began in August 2014. It employs one certified and one aide. Another achievement has been concerning our state testing data that was taken by our third and fourth graders. Until three years ago, we gave the ARMT test in Jackson County. Previous scores on ARMT were valued on a four-point scale. A score of four would be the highest. Our third grade had 92% of the students scoring levels III and IV in reading and 88% in math. Fourth grade had 93% of their students scoring level III and IV in reading and 93% in math. In third grade, one student scored level I in reading and math. No fourth grade students scored level I in reading or math.
After observing ACT test data for the 2013-2014 school year for third grade, students needed to improve in reading in the areas of comprehension and literary elements. ACT data analysis for 2013-2014 school year shows the greatest weakness in math to be fractions for third grade. Geometry, fractions, and decimals are the weakest areas for these students. ACT data for the 2014-2015 school year showed a need for improvement in third grade in the area of integration of knowledge and ideas in reading. The ACT data for the 2014-2015 school year showed a need for improvement in third grade in the area of measurement and data and number and operations in base 10 in math. The ACT data for the 2014-2015 school year showed a need for improvement in fourth grade in the area of integration of knowledge and ideas in the area of reading. The ACT data for the 2014-2015 school year showed a need for improvement in fourth in the area of measurement and data. The ACT data for the 2014-2015 school year showed a strength in third and fourth reading in the area of craft and structure. The ACT data for the 2014-2015 school year showed a strength in third grade math in the area of operations and algebraic thinking. The ACT data for the 2014-2015 school year showed a strength in fourth grade math in the area of number and operations base 10. The ACT data for the 2015-2016 school year showed a need for improvement in third grade in the area of measurement and data and justification and explanation in math. In reading, the ACT data for third grade in 2015-2016 showed a weakness in integration of knowledge and ideas. In fourth grade, the 2015-2016 ACT data showed a weakness in reading in the area of integration of knowledge and ideas. It also showed a fourth grade weakness in the area of math in numbers and operations including fractions. The areas of notable achievement in third grade were craft and structure in reading and geometry in math. The fourth grade areas of notable achievements were geometry in math and craft and structure in reading. A program to support art and music is needed. No art or music program exists at Stevenson Elementary School at this time.

WIDA
WIDA results showed that the overall highest area is in oral language. The lowest overall area is in speaking.
Lessons to improve in those areas will be conducted.
In the next three years, one goal is to continue to receive the grant money to fund our 21st Century After School Program. Another goal will be to continue and possibly add an additional Pre-K program unit.

In the next three years, we would like to acquire additional laptops. With this purchase, we would also need laptop carts. We will continue to purchase digital projectors as needed also.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Through PACERS funding, a greenhouse was constructed to provide the students with hands-on experience working with plants. The community, parents, teachers, and students worked together to construct the greenhouse. The upkeep is an ongoing community and school project. Our after school program, directed by Michelle Richard, has been very helpful in continuing the greenhouse project. Hands-on science and math lessons have been conducted using the greenhouse. Seed planting, plant care, and harvesting have been done by the after school staff, parents, and students. Many of our faculty and students have attended PACER conferences in the past. Overall, our school as a whole has helpful and supportive community, faculty, and staff members. Student attendance is not a problem at our school. We are a Title I school that provides the most possible for our students. The technology use given to our students should help them to adjust to our everchanging world.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Stevenson Elementary School personnel recognize that through the collaboration of programs and alignment of local, state and federal funds, we will increase effectiveness and eliminate duplication of effort. Following the first meeting of the district leadership team, the school leadership team collaborated with the school's principal to develop a Continuous Improvement Plan/technology team which would serve as a focus group for the district effort. School team members were selected based on the interest shown in the advancement of the school on the part of parents and community leaders. Teachers were selected based on the leadership ability and interest in the improvement program. The school team leaders reviewed the purpose and the process of developing the Continuous Improvement/technology Plan as well as discussing the role of the members of the school team. Each school team included the principal, the media specialist, classroom teachers, parents, and community members. The school's planning team was involved in the gathering of information as a part of the needs assessment. In addition to conducting surveys, they assisted with the collection of data for the school test scores and found areas that needed to be improved. When the process was complete, the team will reassemble monthly to discuss the strengths and needs of the school based on the data. The tactical plan grew directly from the needs assessment. The input from all stakeholders was considered, and priorities were developed based on that input. The Continuous Improvement Plan one-pager was added to the Stevenson Elementary School website. Parents and teachers were also given a copy of the Continuous Improvement Plan/technology plan one-pager. A full copy is available in the school's office. During the fall parent meeting, the Continuous Improvement Plan will be reviewed by the principal. All community and parents are invited to attend this meeting. There is a spring and fall Title I meeting where the Continuous Improvement Plan/technology plan is explained. Parents are then given the opportunity to provide input. Monthly meetings attended by principal, teachers, staff, parents, and community members will occur at the school. The committee members will also be addressing technology issues, needs, and concerns. Trina Henegar (chairperson), Tammy Guess (chairperson), and Jamey Brooks (principal) had input in all areas of the CIP plan. Other members of the leadership team helped to complete data analysis and decisions pertaining to the plan. Parents were asked to help with the development of the plan.

Leadership Team Members:
Principal - Jamey Brooks
Media Specialist/Technology Coach - Trina Henegar
Instructional Coach - Tammy Guess
Technology Teacher - Tim Wilkinson
Resource - Meghan Troutman
21st Century - Michelle Richard
EL Aide - Maria O'Hagan
Support Personnel - Carol Jones
Counselor - Teresa Patrick/Annie Johnson
K teacher - Tessie Peacock
1st teacher - Natalie Beaird
2nd teacher - Barbara Kirby
3rd teacher - Kelley Little
4th teacher - Bobbie Williams

Community - Stephanie Hill
Parent - Brandi Mashburn
Parent- Carrie Mathis

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The responsibilities of the team included: attending an initial planning meeting to help develop the procedures and responsibilities for planning; collaborating with the school principal to establish a school Continuous Improvement/technology Plan team; meeting with the school planning team members to discuss their roles and responsibilities in the planning process; conducting informal surveys to get teacher opinions and concerns; reviewing drafts of the needs assessment; presenting the final draft to the school leadership planning team and faculty; participating in the development of the tactical plan through email and phone conversations; reviewing and commenting on the drafts of the tactical plan, and taking the draft of the tactical plan to their school teams.

The team members are :
Jamey Brooks , Principal/Overseer, Trina Henegar , Media Specialist/Co-Chairperson: Tammy Guess, Instructional Coach/Co-Chairperson. Other teachers serve on committees that look at different parts of the plan.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

Copies of the continuous improvement/technology plan will be made available online at http://stevenson.jce.schoolinsites.com. A one-pager explaining the goals for our school is given to all parents once per year. The one-pager describes the highlights of the plan. The information was also discussed at PTO meetings. A paper copy of the plan is kept in the office at all times and is available for parent or community members to read.

Technology Diagnostic

Introduction

The ALSDE Technology Diagnostic is designed to facilitate the process of gathering and analyzing the technology needs which drive the Transform 2020 Technology Plan.

Data

Statement or Question: Data Sources. Select all sources of data used for planning:

Response:

- •Board of Education actions
- •Continuous Improvement Plan
- •Federal Government Regulations
- •Formative Assessments
- •Inventory & Infrastructure Report-- Fast and Easy Access to network, and Availability of Technology
- •Principal Walk-Through Checklist
- •State Government Regulations
- •Student Achievement Data
- •Technology Plan Surveys (*Required)

Needs Assessment

Identify the top 1-3 areas of need associated with your technology Infrastructure (fast and easy access to network, digital content). Identify the data sources and actual data results that led you to conclude that these are areas of strength and need.

1. Fast and easy access to the network

Data Source: Network traffic analysis reports, Infrastructure Inventory, Transform 2020 Teacher Survey, Focus group responses, Mileage records

Results: School connects to the network at a speed of 1GB, and connectivity at the IT Center is 10G. The district provides 9 managed, virtual networks (VLANs) at each location. These are: Data, Financial, Voice, Video Teleconferencing, IT Management, Security, Digital Signage, Employee Access, and Public Access. All VLANs and wireless access is filtered and monitored. Access to each is controlled by access control lists (ACLs) on the routers and by RADIUS servers. The wiring is fiber to the classroom, and network equipment is sufficient to support current use. Many of the teachers responding to the Transform 2020 Survey indicate that they access the district network from home. The district has a Bring Your Own Device Policy and the Public Access Network has sufficient bandwidth to support it. The network infrastructure is sufficient for current usage and its architecture will allow easy expansion as usage grows. The network functions efficiently due to a monitoring system that alerts network administrators if a monitored item malfunctions or has an issue whether it is a device or service. Bandwidth monitoring allows network administrators to maintain network speed and resources as needed. An online, ticket-based help-desk system is maintained to track and resolve issues in a timely manner. The deployment of a remote assistance program to all computers and servers allows a faster response time, and remote management results in financial savings in this geographically large district. This helps with the access to technology at Stevenson Elementary School.

2. A multi-functional Internet portal customized for each school

Data Source: Focus Groups, Comprehensive Monitoring Report, Transform 2020 Teacher Survey

Results: The portal, which received a commendation on the recent Comprehensive Monitoring Report, allows entry to the Internet and specialized links for district personnel and students. It also contains embedded programs that allow teachers and administrators to access an extensive helpdesk for obtaining technological information, submit repair tickets, track repairs, and check out equipment. There is a section for counselors where they can complete tasks like registering students for summer Credit Recovery and career technical programs. There are also specialized sections for administrators and teachers. The majority of the teachers indicate that they access the school network from home through this portal. The Internet portal is used every school day by faculty and students at Stevenson Elementary School.

3. State-of-the-Art Facility for the Information Technology Center with Disaster Recovery Capability

Data Source: Inventory, Data Records, Network Monitoring Data

Results: The school district constructed a new building in 2014 which doubled the size of the facilities available for the IT program. The old IT building is now a warehouse/storage facility, and the essential functions of the IT program are housed in a 50x60 building that has been specifically built for housing the Datacenter of Jackson County School District. The server room has raised flooring for ease of cable management and air flow from the Computer Room AC Unit (CRAC) that has the capability to maintain not only set temperature but humidity

as well. Sensors are placed above and below flooring to monitor multiple informational points. The server room is also continuously provided power during a power outage by a battery backup unit that can hold until the generator powers up. The generator is fueled by natural gas so it has the capacity to run until fuel is shut off. The 130KW generator has the ability to provide power to not only the servers but also the CRAC unit so systems can remain functional during power outages. Since the Datacenter is the hub of all network related services for the District; this ensures that the District can maintain functionality during power events. In addition, data is backed up on-site at the IT Center and off-site at two locations in other parts of the district. An additional back-up system for Information Now data is provided by STI. Stevenson Elementary School is also a host for a server from the Disaster Recovery Project.

Needs:

1. Additional technicians

Data Sources: Inventory reports, The Alabama Technology Plan, Transform 2020 Survey
Results: Three district technicians support 5494 computers and tablet devices in classrooms, 165 computers in offices, 39 computers in cafeterias, 83 servers, 667 switches, 291 wireless access points and arrays, 22 routers, 425 networked security cameras, 101 Digital Media Players, a Voice Over IP system with 698 digital phones, 81 networked printers, 36 Video conferencing systems with IP addresses provided, 393 interactive whiteboards, 132 Apple TV connectors, and 101 digital media players supporting 15 television channels. That is a total of 8681 devices. They manage multiple networks including security and filtering. They also manage and maintain data for instructional, media center, financial, administrative, and cafeteria software programs. They provide technical support for over 800 employees and almost 5,550 students. The Alabama State Technology Plan recommends one technician for every 500 devices. Stevenson Elementary School is the largest elementary school in the county. Therefore, we have multiple technological items. An additional technician is needed to assist with our technology issues as well as technology issues throughout the school system.

2. Replacement of end-of life equipment

Data Sources: Inventory reports, Network traffic analysis reports, ALSDE testing requirements

Results: The district's network is functioning at a high level to support the current number of digital devices. Erate funding has been approved to add additional wireless arrays and switches to replace them. That equipment will be the final step in upgrading the network to handle and infusion of mobile devices for a one-to-one initiative. The addition of this equipment will occur shortly before switches installed 10 years ago reach end-of-life. In order to keep the network functioning at its newly achieved capacity, funding for replacement switches will be required. Stevenson Elementary School will have items reaching end-of-life. Replacement is needed.

Identify the top 1-3 areas of need associated with your technology Inventory (fast and easy access to technology). Identify the data sources and actual data results that led you to conclude that these are areas of strength and need.

Strength:

The increased availability of technology tools for teachers

Data Source: Inventory, Transform 2020 Teacher Surveys, Focus Groups, Informal District Surveys

Results: Over the last four years, 169 iPads have been added to Stevenson Elementary School's inventory. 100% of the K-4 classrooms

have iPads for small group work and centers. 100% of principals and teachers have iPads in addition to their desktop computers which were replaced in 2014. Apple TV connectors, devices which allow teachers to wirelessly display the content on their iPads a television screen, are located in nine classrooms. 100% of the school's classrooms contain interactive whiteboards.

Needs:

1. Replacements for aging computers and the elimination of analog monitors

Data Source: Inventory, Focus Groups

Results: There are several inadequate desktop computers (approximately 100 district-wide) and analog monitors (approximately 100 district-wide) remaining in classrooms, labs, or media centers.

2. The need to purchase mobile devices to reach a 1:1 initiative

Data Source: Inventory, Transform 2020 Teacher Survey, Focus Groups

Results: The student to device ratio appears to be very close to a 1:1 ratio. However, this ratio is misleading. The classroom computers are stationary computers and numbers range from one to six computers in most classrooms which means they cannot be moved and grouped as needed for whole class use. In addition, the inventory includes both desktop and laptop computers purchased through federal funding for 21st Century Community Learning Centers. Several schools with these programs appear to have a one-to-one ratio, but in reality, federal regulations do not allow use of these computers during the regular school day. Therefore, several teachers responding to the Transform 2020 Survey report that they have sufficient digital devices to effectively integrate technology into their teaching.

Identify the top 1-3 areas of need associated with your technology Student Learning (subject area processes and content; 21st C. skills and dispositions to ensure school, career, and life success). Identify the data sources and actual data results that led you to conclude that these are areas of strength and need.

Strengths:
1. The extensive development and use of Moodle courses to support content in academic courses and to provide Credit Recovery

Data Source: Comprehensive Monitoring Report, Focus Groups, Moodle enrollment records and course counts
Results: The high quality of the Moodle site and its high level of implementation earned the district a commendation on the Comprehensive Monitoring Report. The Open Source Course Management System is used to augment-face-to-face courses (blended learning) and for fully online courses. Each school has a site for building courses, and there is a course sharing site for teachers. Among the courses available to schools are locally developed high school classes for credit recovery. Each course thoroughly addresses the state standards for the content area and contains appropriate assessments. A professional development section contains Moodle courses for teachers and administrators. A section for instructional support contains space for collaborative groups such as principals, instructional coaches, teachers (by grade level and discipline, and counselors.
Teachers use activity modules such as forums, databases and wikis to build collaborative communities around their subject matter. There are at least 3,000 users on the district Moodle site.

2. The increasing availability and use of digital assessments, programs, applications, and learning activities

Data Source: Transform 2020 Teacher Survey, Software and applications review
Results: A majority of the teachers completing the survey indicate that they have sufficient access to online digital resources. A majority report that they use multiple and varied formative and summative assessments aligned with content and technology standards to inform teaching and learning. Online assessments are used in K-6 for reading benchmark assessments. Online formative assessments are used for all in grades K-10 for reading and mathematics. SuccessMaker, a reading program is available for grades K-6. GradPoint, an online program with course content for each academic discipline is available for high school students. Schools use Accelerated Reader and Accelerated Math programs. Teachers in grades k-5 use iPads with appropriate apps for small groups and centers.

Needs:
1. Additional digital devices to support instruction by putting the tools in the hands of all students (1:1 initiative)
Data Source: Inventory reports, Transform 2020 Teacher Surveys
Results: The student to device ratio for the district indicates that there is almost a 1.1 students for every one computer. However, the stationary nature of the majority of these computers and the inaccessibility of federally funded computers purchased for after-school programs limits the availability of the devices. Teachers must take students to a computer lab when all students need access to a computer, and computer labs are shared among classes a fact which also limits availability. Therefore, only about half of the teachers responding to the survey report that they have sufficient digital devices to effectively integrate technology into their teaching. Additional digital content (i.e. digital textbooks, fiction and non-fiction ebooks) and a management system to support their use
Data Source: Textbook Inventory, Circulation and Cataloging reports for Media Centers.

2. Additional software programs to meet the needs of all students

Data Source: Focus Groups

The district has not been able to provide software/online licesing for programs that meet some students needs. These include technology programs and software which would help students prepare for the ACT with Writing.

Identify the top 1-3 areas of need associated with your technology Professional Learning Program (Teachers, Staff, Leaders, Community). Identify the data sources and actual data results that led you to conclude that these are areas of strength and need.

1. A strong cadre of teachers who model the use of technology and possess the ability to take a leadership role in developing the technology skills of others.

Data Source: Transform 2020 Teacher Survey, STI PD, Focus Groups

Results: The majority of the teachers responding the to the Transform 2020 Teacher Survey report that they routinely or frequently exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others. The leadership roles of Stevenson Elementary School teachers in the development of the technology skills of others is affirmed by the large number of personnel who have participated in an instructor role for professional learning as documented by STI Professional Development records. These leaders include the school Technology Coaches who are full time teachers

dedicated to the advancement of educational technology; Instructional Coaches; Media Specialists; and classroom teachers who demonstrate outstanding use of technology.

Needs:

1. Ongoing professional learning for teachers and leaders on planning and using project-based, authentic learning activities using digital devices to address the Alabama College and Career Ready Standards Results such as STEM projects.

While the majority of the teachers responding to the survey indicate that they plan and use project-based, authentic learning activities in their classroom, more than half expressed an interest in learning more about this topic.

2. Ongoing professional learning for teachers, leaders, and staff which results in the greater utilization of the digital resources and technology tools already available to schools.

Data Source: Transform 2020 Teacher Survey, Inventory, Focus Groups, Observations

Results: While 100% of the school's classrooms contain interactive whiteboards, teacher surveys and observations reveal that they are not all in use. Only a small percentage of the teachers report that they let students use it. Therefore, there is a need for professional development to help teachers make their interactive whiteboard an instructional tool.

Identify the top 1-3 areas of need associated with your technology Teacher Use—Teaching (how teachers use technology to teach as well as require students to use technology to learn). Identify the data sources and actual data results that led you to conclude that these are areas of strength and need.

Strengths:

1. The increasingly effective use of technology by classroom teachers

Data Source: Transform 2020 Teacher Survey

Results: The Transform 2020 Surveys show an upward trend for using digital games and interactive applications, digital projectors, interactive whiteboards, and Apple TV's (connectors). Teachers show an increasing interest in classroom engagement and providing opportunities for solving real-world problems using digital tools and resources.

Needs:

1. The replacement of technology tools for teachers

Data Source: Inventory, Transform 2020 Teacher Survey, Focus Groups, Informal School Surveys

Results: While a small percentage of the teachers still do not have all the technology tools that they desire, another need is making itself known. The equipment first placed into classrooms is aging and some equipment has begun to fail. Digital projectors are most at risk. A majority of digital projectors and interactive whiteboards were purchased with competitive grants and federal funds that are no longer

available. District funds are now being directed toward a 1:1 initiative. The limited nature of those funds requires that a 1:1 initiative be phased in over several years. Therefore, it will be impossible to keep pace with the demise of the technology tools now located in classrooms. In additions, teacher iPads are four years old. Replacement of iPads is planned after the fifth year and is needed. Funding for replacement is limited.

2. The need to purchase mobile devices to reach a 1:1 initiative

Data Sources: Inventory, Transform 2020 Teacher Survey, Focus Groups

Results: The majority of the teachers responding to the survey report that they have sufficient digital devices to effectively integrate technology into their teaching. Teachers need the devices to use with students in order to increase the use of technology and implement the type of instruction desired. It is impossible for the district to begin online summative assessments as desired by the Alabama State Department of Education because there are not enough digital devices in its inventory.

Identify the top 1-3 areas of need associated with your technology Teacher Use—Productivity (how teachers use technology for increased productivity). Identify the data sources and actual data results that led you to conclude that these are areas of strength and need.

Strengths

1. The increased fluency in technology use by teachers

Data Source: Transform 2020 Teacher Surveys, STI INow records, Moodle records,

Results: The majorityof the teachers self-report that they demonstrate fluency in technology use and transferring that knowledge to new technologies and situations. 100% of teachers of core courses use the digital grade book functions in STI INow efficiently. 100% of the teachers are able to complete digital lesson plans. 100% use a desktop computer, and 100% use an iPad. 100% of the teachers demonstrate that they use the Internet and email.

Needs:

1. Replacements for aging teacher iPads

Data Source: Inventory

Results: Over twenty-five teacher iPads are in their fifth year and many will need to be replaced in 2018.

Identify the top 1-3 areas of need associated with your technology School Leaders Use—Productivity (how administrators use technology for increased productivity). Identify the data sources and actual data results that led you to conclude that these are areas of strength and need.

Strengths:

1. The use of technology by school leaders as a management tool and productivity tool

Data Source: Transform 2020 Administrators Survey, Inventory, STI Information Now, STI Professional Development, Educate Alabama, Lead Alabama
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Stevenson Elementary School

Results: 100% of the principals use smart phones to maintain communications with their schools via email, text messages and phone calls while away from the school. 100% of the principals utilize a bank of monitors displaying the real-time video from security cameras which are strategically placed in their schools as a safety measure. 100% of the principals monitor digital lesson plans. 100% of the principals have iPads which are used to access a collaborative Principal Moodle site on which the agenda and documents for Principals' Meetings are posted making those meeting as paperless as possible. 100% of the principals are comfortable using management software programs to complete tasks such as recording discipline (STI INow), completing eligibility reports (C2C), evaluating teachers (Educate Alabama), approving professional development (STI PD), and completing their own professional development plans (LEAD Alabama). 100% of the administrators completing the Transform 2020 survey indicate that they routinely or frequently use technology tools and resources and collaborate with others to collect and analyze data, interpret results, and share findings to improve staff performance and student learning. 100% of the principals are trained in the use of the Effective Learning Environment Observation Tool (eleot™), an online classroom observation tool which is administered using an iPad and which aggregates observations into a school-wide assessment.

2. Principal support of instructional technology

Data Source: Transform 2020 Teacher Surveys, Transform 2020 Administrator Survey, Inventory

Results: 100% of the principals report that they routinely or frequently show their support for effective instructional practice by modeling the use of technologies for their staff and other leaders. The majority of the school leaders report that they ensure equitable access to appropriate digital tools and resources to meet the needs of learners. Teachers completing the Transform 2020 survey affirm that the principal supports and promotes integrating digital resources and tools in the classroom in their role as instructional leader. The technology inventory reflects the financial commitment by principal by documenting resources purchased at local schools.

Need:

Ongoing professional development in evaluating the use of technology to provide project-based, authentic learning that supports the Alabama College and Career Ready Standards

Data: Focus Group, Transform 2020 Administrator Survey

Results: Administrators indicate an interest in learning more about implementing school-wide, project-based, authentic learning program for their school. An interest is STEM.

Identify the top 1-3 areas of need associated with other technology program areas. Identify the data sources and actual data results that led you to conclude that these are areas of strength and need.

Strengths

1. The increased availability of communication tools to reach students, parents, and the community

Data Source: Inventory, Network traffic analysis, Focus Groups, Moodle statistics

Results: Moodle is available to all students, and guest access is also available. Student email is available for all students. Websites at all schools and the district are used to inform parents and community. A VOIP system supports a phone in every classroom, office, lab, gym, and other spaces occupied by students and personnel. The system allows instant communication between schools and between classrooms and school offices. Our website is currently being updated. SchoolCast, Remind 101, and Classroom DoJo are being used to inform parents of needed information.

2. The use of technology for safety and security

Data Source: Inventory, Network traffic analysis, Focus Groups

Results: The VOIP system described above facilitates the rapid dissemination of information during an emergency. A security camera system that runs on the network utilizes many cameras which can be accessed from any computer. The camera system, put in by the school district, is being used in a pilot program led by the University of Alabama, Huntsville, in support of Virtual Alabama. Its purpose is to allow law enforcement personnel to "see" what is going on inside of a school in an extreme emergency.
The front door remains locked during the school day. Visitors can be viewed in office and allowed to enter building.

Need: Funding to maintain Security Cameras

Data Sources: Inventory

Results: Due to frequency of replacing failing security cameras, there is a need for funding to update security hardware.

Professional Learning

Based upon the strengths and areas of need listed above, what are your Professional Learning Topics for the upcoming year that involves using technology to improve learner and productivity and prepares students for living and working in a digital world.

Technology: The following professional development will be available to teachers: 2016-2017

·Topic: Using an Online, Course-Management System for Blended Classes

Delivery method: Face-to-Face

Attendees: New teachers and teachers desiring to know more about blended classes.

Presenters: Instructional/technology specialist

·Topic: Using an Interactive Board as an Instructional Tool

Delivery method: Face-to-Face (Individual basis)

Attendees: Teachers

Presenters: Technology Coach

·Topic: Video Sharing/Posting on School Website

Delivery method: Face-to-Face

Attendees: Technology Coaches

Presenters: Instructional/technology specialist

·Topic: Managing Digital Devices in the Classroom

Delivery method: Face-to-Face (Individual Basis)

Attendees: New teachers and teachers desiring to know more about digital devices.

Presenters: Technology Coaches

The following professional development will be required for all teachers:

·Topic: Fostering Active, Student-Engagement Using Technology

Delivery method: Face-to-Face

Attendees: Teachers

Presenters: Technology in Motion

·Topic: Website Content Management (New Design)

Delivery method: Face-to-Face

Attendees: School Webmaster

Presenters: Instructional/technology specialist

·Topic: Understanding Data Security as It Relates to the Family Educational Rights and Privacy Act

Delivery method: Moodle (online course)

Attendees: All teachers and staff (certified/non-certified)

Facilitator: Instructional/technology specialist and technology coach

Accountability Questions

Identify one (1) or more activities that focus upon using digital tools to improve achievement of all students with special emphasis upon high need and high poverty students.

Goal 1:

Engage and empower the learner through technology 2016-2017.

Measurable Objective 1:

85% of Third and Fourth grade students will demonstrate a proficiency in using digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, share, and present information in Social Studies and in English Language Arts by 05/01/2020 as measured by project assessment guides and benchmark assessments.

Strategy1:

Provide Professional Development for Teachers on Using Digital Tools - Teachers will participate in professional development which includes instructional strategies which utilize digital tools and digital resources to help students develop critical thinking skills in Social Studies, English Language Arts, Mathematics, and Science classes resulting in research-based reports, evidence-based writing projects, and problem solving by modeling.

Research Cited: Fisher and Frey

Activity - One-to-one Professional Development on Maximizing the Use of Interactive Whiteboards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided as needed for teachers who have not mastered all of the attributes of the interactive whiteboard.	Professional Learning	10/03/2016	06/01/2017	$0 - No Funding Required	Teachers, Principals, Curriculum/Technology Coordinator

Activity - Face-to-Face Workshops on Student Active Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in workshops which feature active engagement by students including the use of technology tools to research and develop projects.	Professional Learning	10/03/2016	06/01/2017	$0 - No Funding Required	Curriculum Coordinator Technology Coaches Principals

Measurable Objective 2:

100% of Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in keyboarding skills by grade 4 in Career & Technical by 05/31/2017 as measured by a locally developed benchmark assessment.

Strategy1:

Keyboarding Instruction - All students will participate in keyboarding classes based on the Alabama Technology Course of Study.

Research Cited:

Activity - Scheduling Keyboarding Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will schedule keyboarding lessons for students as per the Alabama Technology Course of Study.	Direct Instruction Technology	10/03/2016	06/01/2020	$0 - No Funding Required	Teachers, Principals, Curriculum Coordinator

Measurable Objective 3:

85% of Kindergarten, First, Second, Third and Fourth grade Economically Disadvantaged students will demonstrate a proficiency in using digital media to master Reading Foundational Skills in Reading by 05/01/2020 as measured by formative (STAR Reading) and benchmark (Pearson) assessments.

Strategy1:

Using Digital Tools as an Intervention Strategy for Struggling Readers - Professional development will be provided by a Pearson consultant on using SuccessMaker as an intervention strategy for struggling learners. Reading specialists will participate in the initial professional development and turnaround the training for K-4 teachers.

Research Cited:

Activity - Professional development for reading specialist to learn to use digital tools as an intervention strategy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading specialist will attend a workshop to learn to use SuccessMaker as an intervention tool. The reading specialist will do turnaround training for the staff at their school.	Professional Learning	10/06/2016	06/01/2017	$0 - No Funding Required	Reading specialist Principal Technology Coordinator

Goal 2:

Prepare and support teachers and Leaders to graduate College-and Career-Ready Students 2016-2017.

Measurable Objective 1:

collaborate to ensure that all teachers use technology and digital resources to provide standards-based instruction and authentic learning activities in all content areas to facilitate real-life experiences that advance student learning by 06/01/2020 as measured by Transform 2020 Survey.

Strategy1:

Maximizing the Use of Existing Technology tools and digital resources in all schools through professional development - As a result of on-going professional development and teacher collaboration, teachers will maximize the use of technology tools and digital resources already available to the school district to support standards-based instruction in all content areas.

Research Cited:

Activity - Professional Development on Fostering Active, Student-Engagment Using Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development provided by Technology in Motion which focuses on active engagement using technology.	Professional Learning	10/03/2016	06/01/2017	$0 - No Funding Required	Tech coaches, principals, teachers, instructional technology specialist

Activity - Professional Development on Using an Online, Course-Management System for Blended Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New teachers and teachers desiring to implement blended classes will participate in training pertaining to the district's online, course-management system, Moodle.	Professional Learning	10/03/2016	06/01/2017	$0 - No Funding Required	Tech coaches, principals, teachers, instruction technology specialist

Activity - Professional Development on Using an Interactive Board as an Instructinal Tool	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology coaches will provide individualized instruction and support for teachers as they strive to use an interactive board as an instructional tool.	Professional Learning	10/03/2016	06/01/2017	$0 - No Funding Required	Tech coaches, principals, teachers, instructional technology specialist

Identify one (1) or more activities that facilitate and improve the use of telecommunications networks (phone/Internet/email) among educators, students, and parents/community to improve learning.

Goal 1:

Prepare and support teachers and Leaders to graduate College-and Career-Ready Students 2016-2017.

Measurable Objective 1:

collaborate to ensure that all teachers use technology and digital resources to provide standards-based instruction and authentic learning activities in all content areas to facilitate real-life experiences that advance student learning by 06/01/2020 as measured by Transform 2020 Survey.

Strategy1:

Maximizing the Use of Existing Technology tools and digital resources in all schools through professional development - As a result of on-going professional development and teacher collaboration, teachers will maximize the use of technology tools and digital resources already available to the school district to support standards-based instruction in all content areas.

Research Cited:

Activity - Professional Development on Managing Digital Devices in the Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology coaches will provide individualized instruction and support for teachers as they strive to manage digital devices in their classroom.	Professional Learning	10/03/2016	06/01/2017	$0 - No Funding Required	Tech coaches, principals, teachers, instructional technology specialist

Activity - Professional Development on Understanding Data Security as it Relates to the Family Educational Rights and Privacy Act	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development provided on FERPA.	Professional Learning	10/03/2016	06/01/2017	$0 - No Funding Required	Tech coaches, principals, teachers, instructional technology specialist

Activity - Professional Development on Video Sharing/posting on School Websites	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology coaches will participate in professional development on using the video sharing and posting and live streaming as a communication tool on the district and school websites.	Professional Learning	10/03/2016	06/01/2017	$0 - No Funding Required	Tech coaches, principals, teachers, instructional technology specialist

Identify at least three (3) activities that explain how the network, technical support staff, instructional support staff, and digital teaching and learning resources accessed through the network will be linked to the achievement of learning goals of the District.

Goal 1:

Engage and empower the learner through technology 2016-2017.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third and Fourth grade Economically Disadvantaged students will demonstrate a proficiency in using digital media to master Reading Foundational Skills in Reading by 05/01/2020 as measured by formative (STAR Reading) and benchmark (Pearson) assessments.

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Reading specialist will attend a workshop to learn to use SuccessMaker as an intervention tool. The reading specialist will do turnaround training for the staff at their school.	Professional Learning	10/06/2016	06/01/2017	$0 - No Funding Required	Reading specialist Principal Technology Coordinator

Goal 2:

Prepare and support teachers and Leaders to graduate College-and Career-Ready Students 2016-2017.

Measurable Objective 1:

collaborate to ensure that all teachers use technology and digital resources to provide standards-based instruction and authentic learning activities in all content areas to facilitate real-life experiences that advance student learning by 06/01/2020 as measured by Transform 2020 Survey.

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Research Cited:

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Technology coaches will provide individualized instruction and support for teachers as they strive to use an interactive board as an instructional tool.	Professional Learning	10/03/2016	06/01/2017	$0 - No Funding Required	Tech coaches, principals, teachers, instructional technology specialist

Goal 3:

Ensure that all educators and students will have tools to access a comprehensive viable infrastructure when and where they need it 2016-2017.

Measurable Objective 1:

collaborate to manage additional mobile devices and ensure that all students have access to those devices by 06/01/2017 as measured by inventory and Transform 2020 surveys.

Strategy1:

Purchase mechanisms which can be used to manage mobile devices. - The school will research and purchase mechanisms which will facilitate the management of mobile devices.

Research Cited:

Activity - Purchase Laptop Carts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Laptop Carts will be purchased by the school to house and provide mobility for laptops being purchased by the school district. Housing the laptops in carts will ensure greater student access.	Technology	10/03/2016	06/01/2017	$3000 - State Funds	Principal, Technology Budget Committee

Activity - Purchase Digital Projectos	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Digital projectors will be purchased by the school to replace failing projectors.	Technology	10/03/2016	06/01/2017	$1164 - State Funds	Principal, School technology budget committee

Plan for Alabama Technology Plan: Transform 2020 2016-2017

Overview

Plan Name

Plan for Alabama Technology Plan: Transform 2020 2016-2017

Plan Description

Plan for Alabama Technology Plan: Transform 2020 2016-2017

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Engage and empower the learner through technology 2016-2017.	Objectives: 3 Strategies: 3 Activities: 4	Academic	$0
2	Prepare and support teachers and Leaders to graduate College-and Career-Ready Students 2016-2017.	Objectives: 1 Strategies: 1 Activities: 7	Organizational	$0
3	Ensure that all educators and students will have tools to access a comprehensive viable infrastructure when and where they need it 2016-2017.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$4164

Goal 1: Engage and empower the learner through technology 2016-2017.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third and Fourth grade Economically Disadvantaged students will demonstrate a proficiency in using digital media to master Reading Foundational Skills in Reading by 05/01/2020 as measured by formative (STAR Reading) and benchmark (Pearson) assessments.

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Reading specialist will attend a workshop to learn to use SuccessMaker as an intervention tool. The reading specialist will do turnaround training for the staff at their school.	Professional Learning	10/06/2016	06/01/2017	$0	No Funding Required	Reading specialist Principal Technology Coordinator

Measurable Objective 2:

85% of Third and Fourth grade students will demonstrate a proficiency in using digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, share, and present information in Social Studies and in English Language Arts by 05/01/2020 as measured by project assessment guides and benchmark assessments.

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Activity - One-to-one Professional Development on Maximizing the Use of Interactive Whiteboards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be provided as needed for teachers who have not mastered all of the attributes of the interactive whiteboard.	Professional Learning	10/03/2016	06/01/2017	$0	No Funding Required	Teachers, Principals, Curriculum/Technology Coordinator

Activity - Face-to-Face Workshops on Student Active Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will participate in workshops which feature active engagement by students including the use of technology tools to research and develop projects.	Professional Learning	10/03/2016	06/01/2017	$0	No Funding Required	Curriculum Coordinator Technology Coaches Principals

Measurable Objective 3:

100% of Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in keyboarding skills by grade 4 in Career & Technical by 05/31/2017 as measured by a locally developed benchmark assessment.

Strategy 1:

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Activity - Scheduling Keyboarding Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will schedule keyboarding lessons for students as per the Alabama Technology Course of Study.	Direct Instruction, Technology	10/03/2016	06/01/2020	$0	No Funding Required	Teachers, Principals, Curriculum Coordinator

Goal 2: Prepare and support teachers and Leaders to graduate College-and Career-Ready Students 2016-2017.

Measurable Objective 1:

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New teachers and teachers desiring to implement blended classes will participate in training pertaining to the district's online, course-management system, Moodle.	Professional Learning	10/03/2016	06/01/2017	$0	No Funding Required	Tech coaches, principals, teachers, instruction technology specialist

Activity - Professional Development on Using an Interactive Board as an Instructinal Tool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology coaches will provide individualized instruction and support for teachers as they strive to use an interactive board as an instructional tool.	Professional Learning	10/03/2016	06/01/2017	$0	No Funding Required	Tech coaches, principals, teachers, instructional technology specialist

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Activity - Professional Development on Fostering Active, Student-Engagment Using Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development provided by Technology in Motion which focuses on active engagement using technology.	Professional Learning	10/03/2016	06/01/2017	$0	No Funding Required	Tech coaches, principals, teachers, instructional technology specialist

Activity - Professional Development on Website Content Management	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development provided by Technology Coaches which focuses developing and using websites as effective communication tools.	Professional Learning	10/03/2016	06/01/2017	$0	No Funding Required	Tech coaches, teachers, principals, instructional technology specialist

Activity - Professional Development on Understanding Data Security as it Relates to the Family Educational Rights and Privacy Act	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development provided on FERPA.	Professional Learning	10/03/2016	06/01/2017	$0	No Funding Required	Tech coaches, principals, teachers, instructional technology specialist

Goal 3: Ensure that all educators and students will have tools to access a comprehensive viable infrastructure when and where they need it 2016-2017.

Measurable Objective 1:

collaborate to manage additional mobile devices and ensure that all students have access to those devices by 06/01/2017 as measured by inventory and Transform 2020 surveys.

Strategy 1:

Purchase mechanisms which can be used to manage mobile devices. - The school will research and purchase mechanisms which will facilitate the management of mobile devices.

Activity - Purchase Laptop Carts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Laptop Carts will be purchased by the school to house and provide mobility for laptops being purchased by the school district. Housing the laptops in carts will ensure greater student access.	Technology	10/03/2016	06/01/2017	$3000	State Funds	Principal, Technology Budget Committee

Activity - Purchase Digital Projectos	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Digital projectors will be purchased by the school to replace failing projectors.	Technology	10/03/2016	06/01/2017	$1164	State Funds	Principal, School technology budget committee

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
One-to-one Professional Development on Maximizing the Use of Interactive Whiteboards	Professional development will be provided as needed for teachers who have not mastered all of the attributes of the interactive whiteboard.	Professional Learning	10/03/2016	06/01/2017	$0	Teachers, Principals, Curriculum/Technology Coordinator
Professional development for reading specialist to learn to use digital tools as an intervention strategy	Reading specialist will attend a workshop to learn to use SuccessMaker as an intervention tool. The reading specialist will do turnaround training for the staff at their school.	Professional Learning	10/06/2016	06/01/2017	$0	Reading specialist Principal Technology Coordinator
Scheduling Keyboarding Lessons	The school will schedule keyboarding lessons for students as per the Alabama Technology Course of Study.	Direct Instruction, Technology	10/03/2016	06/01/2020	$0	Teachers, Principals, Curriculum Coordinator
Professional Development on Video Sharing/posting on School Websites	Technology coaches will participate in professional development on using the video sharing and posting and live streaming as a communication tool on the district and school websites.	Professional Learning	10/03/2016	06/01/2017	$0	Tech coaches, principals, teachers, instructional technology specialist
Professional Development on Using an Online, Course-Management System for Blended Classes	New teachers and teachers desiring to implement blended classes will participate in training pertaining to the district's online, course-management system, Moodle.	Professional Learning	10/03/2016	06/01/2017	$0	Tech coaches, principals, teachers, instruction technology specialist
Professional Development on Understanding Data Security as it Relates to the Family Educational Rights and Privacy Act	Teachers will participate in professional development provided on FERPA.	Professional Learning	10/03/2016	06/01/2017	$0	Tech coaches, principals, teachers, instructional technology specialist

Face-to-Face Workshops on Student Active Engagement	Teachers will participate in workshops which feature active engagement by students including the use of technology tools to research and develop projects.	Professional Learning	10/03/2016	06/01/2017	$0	Curriculum Coordinator Technology Coaches Principals
Professional Development on Website Content Management	Teachers will participate in professional development provided by Technology Coaches which focuses developing and using websites as effective communication tools.	Professional Learning	10/03/2016	06/01/2017	$0	Tech coaches, teachers, principals, instructional technology specialist
Professional Development on Fostering Active, Student-Engagment Using Technology	Teachers will participate in professional development provided by Technology in Motion which focuses on active engagement using technology.	Professional Learning	10/03/2016	06/01/2017	$0	Tech coaches, principals, teachers, instructional technology specialist
Professional Development on Managing Digital Devices in the Classroom	Technology coaches will provide individualized instruction and support for teachers as they strive to manage digital devices in their classroom.	Professional Learning	10/03/2016	06/01/2017	$0	Tech coaches, principals, teachers, instructional technology specialist
Professional Development on Using an Interactive Board as an Instructinal Tool	Technology coaches will provide individualized instruction and support for teachers as they strive to use an interactive board as an instructional tool.	Professional Learning	10/03/2016	06/01/2017	$0	Tech coaches, principals, teachers, instructional technology specialist
				Total	$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Purchase Digital Projectos	Digital projectors will be purchased by the school to replace failing projectors.	Technology	10/03/2016	06/01/2017	$1164	Principal, School technology budget committee
Purchase Laptop Carts	Laptop Carts will be purchased by the school to house and provide mobility for laptops being purchased by the school district. Housing the laptops in carts will ensure greater student access.	Technology	10/03/2016	06/01/2017	$3000	Principal, Technology Budget Committee

Total	$4164