



Alabama Technology Plan

Charles F. Hard Elementary School

Bessemer City Board of Education

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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?

Charles F. Hard Elementary School is located close to the downtown area of Bessemer, Alabama. The school serves several communities which includes four low-income public housing communities within the south eastern area of Bessemer. The school is centrally located within an area in which two steel plants along with a railroad station were built. In addition to the aforementioned points of interest, several churches are located within a one mile radius. Downtown Bessemer along with the Bright Star Restaurant, Alabama Splash Adventure Water Park, Jefferson County Courthouse, Bessemer City Hall, Bessemer Area Chamber of Commerce, as well as other restaurants, grocery stores, and boutiques are located within a one to six mile radius.

Charles F. Hard Elementary population is comprised of a small fraction of the city of Bessemer's total citizenship which is approximately 27,289. Bessemer is a part of the larger Jefferson County area with an inclusive population of nearly 660,000. Bessemer is north of Tuscaloosa and south of Birmingham, Alabama. It has been classified as a part of the metropolitan Birmingham.

During the Spring of 2017, Charles F. Hard Elementary School was awarded three grants. We are proud to proclaim that we are a "Leader in Me" school. We were awarded a four year old kindergarten classroom as well as inherited an established four year old kindergarten classroom. Lastly, our school was grandfathered into the Alabama Math and Science Initiative.

During the fall of 2016, Charles F. Hard Elementary received a waiver from the Alabama State Department of Education to provide school bus transportation for its students based on its location. According to the local education agency zoning committee, all students within a two mile radius of their zoned school do not have access to public school transportation offered by the school district. However, Charles F. Hard is surrounded by active railroad tracks in addition to having limited sidewalks which hinders safe travels for students who are walking to and from school. Prior to this transition, the district level administrators, building administrator, chief of police, and the railroad company worked to ensure that train traffic is limited before and after school when walking is prevalent. Although buses are in full operation, there are some families who opt for walking as a means of transition. Thus, a crossing guard is stationed at the train track before and after school to increase safety. Faculty and staff members are stationed in areas to supervise a safe transition. Additionally, a police officer is positioned before and after school when walking traffic increases.

Charles F. Hard Elementary completes an annual registration process which is outlined according to local and state guidelines. Our school serves two pre-kindergarten classes, two Head Start classes, and kindergarten through fifth grade students. Based on our current enrollment for Pre-Kindergarten - 4 through fifth grade, we have a total of 356 students which includes 190 African-American males, 1 White male, 3 Other males, 155 African-American females, 2 Other females, 3 Hispanic males and 2 Hispanic females.

As it relates to the Head Start or Jefferson County Committee for Economic Opportunity (JCCEO) program, there are not any guidelines governing attendance zoning for pre-school students. Therefore, students who live throughout the Jefferson County area may attend if their parents meet the requirements that govern the program. All students are required to be between the ages of 3 - 4 years old.

Charles F. Hard Elementary is classified as a Title I school with 96% of our students qualifying for free or reduced lunch. Charles F. Hard is governed by federal, state and local policies. We have a principal, counselor, Alabama Reading Initiative coach, instructional math coach,
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media specialist, 16 general education classroom teachers, one special education teacher, one physical education teacher, a technology teacher, an attendance as well as an administrative secretary, three paraprofessionals, three custodians, five child nutrition workers, full-time nurse, two lead auxiliary pre-school teachers, two OSR auxiliary teachers, part-time gifted education teacher and a part-time speech/language pathologist.

Charles F. Hard Elementary seeks to offer after school activities as an extension to our general education curriculum. Our staff has partnered with Boy Scouts of America and Girl Scouts of Central Alabama. Both organizations extend in-school as well as after school activities to promote leadership and character building skills. Additionally, we offer Hardwired robotics, chess, the National Elementary School Honor Society, student government association, Ram Ambassadors, The League of Extraordinary Gentlemen (male mentor program for third through fifth grade), cultural dancers, cheerleading, color guard, and basketball. We proudly uphold our motto where we "Believe, Achieve, Succeed". Thus, our stakeholders embrace the concept that academics plus extracurricular activities enhance the overall success of students.

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.

The purpose of Charles F. Hard Elementary School is to provide students with a safe secure environment, and learning opportunities that nurture the academic growth of the whole child in preparation for tomorrow's world. All internal and external stakeholders collaboratively work together to create a nurturing environment in which children become life-long learners. We seek to promote a challenging learning environment that fosters student success through age-appropriate instruction which allows for individual differences and learning styles. With support of parents, community and a dedicated staff, we expect every child to reach his or her maximum potential socially, emotionally and intellectually.

All stakeholders collaborate on a continuous basis to seek and employ best practices to improve achievement of all students. Our students are expected to follow our school-wide discipline plan, which promotes positive behavior. Our incentive program encourages positive behavior among the student body and instills positive life skills. Combined with the coordinated efforts of our counselor, individual and small group sessions are offered to students who require additional behavioral support that impedes learning in the general education setting.

In order to offer learning opportunities beyond the classroom, our students receive courses in computer technology, character education, and flexible as well as scheduled library media time. We offer scheduled intervention time for students who need additional assistance in reading and/or mathematics. One hour and fifteen minutes of planning are embedded into the master schedule three days per week and forty-five minutes two days per week in order for our teachers to effectively plan and prepare lessons, review instructional strategies, create common assessments, and review student data.

We participate in the Positive Behavior System (PBS) which reinforces desired behaviors in structured and unstructured settings. We offer summer enrichment for three weeks as well as after-school tutoring for two days per week. In addition, we offer a supper program three days per week in which students receive hot meals after school while receiving assistance with homework (free of charge). Students are allowed to eat breakfast and lunch at no cost due to a district grant.

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.

Charles F. Hard Elementary School, prior to fiscal year 2018, used the ACT Aspire in grades three through five; however, the data is utilized by our faculty to make informed instructional decisions. Additionally, DIBELS is administered to kindergarten through third grade for benchmarking and progress monitoring. Scantron Performance Series is also utilized in grades kindergarten through fifth to monitor student progress. ACCESS 2.0 data is used to determine the present level of performance for our students who have been identified as English as a second language. Our school adopted SPIRE as an intervention for all kindergarten through second grade. SPIRE targets a detailed assessment for the five components of reading in order to intervene within the areas of concern. Additionally, we also use benchmark tests and progress monitoring tools from our adopted reading and math series. We also use teacher-made assessments, observations, and anecdotal records.

Our teachers also conduct an item analysis after each Benchmark test. These analyses assist with identifying problem areas for students and areas in which they have the most success. We analyze these results in our individual and grade level data meetings in order to identify instructional methods/strategies needed to improve student achievement in all subject areas. Bi-weekly grade level meetings are held to monitor progress and to discuss strategies used in our classrooms. We are a data-driven school and we have regular scheduled data meetings with the principal, teachers, and reading/math coaches to review most current data and to discuss the progress of our students. We carefully track the students and monitor them to ensure they are making adequate progress. We adjust instruction and set goals for those students in need of additional help and for those who need more challenging work. Each classroom has a chart posted with goals for each grade level. This tool informs students of expectations and holds them accountable for goal-setting, which allows them to chart/graph their own progress. WIDA standards are posted in every classroom and they are imbedded in the lesson plans for those who serve EL students. Parents are given the opportunity to have their children attend our after-school tutoring program.

Charles F. Hard staff believes that every student can be successful. Our staff strives to help students reach their full potential academically, socially and emotionally. To accomplish these goals, we work collaboratively with one another, students, parents and community partners. We are dedicated to fostering life-long learners and productive citizens. In addition to these areas of focus, students are offered a variety of extracurricular activities such as girl scouts, boy scouts, cheerleading, dance, student government association, Ram Ambassadors, League of Extraordinary Gentlemen (male mentor program), color guard, basketball (girls & boys), and robotics.

A Parent Involvement Team comprised of parents and faculty representatives assists in the decision making about topics to be addressed in an effort to support parent/students, during the school year.

After reviewing our student data, future challenges for Charles F. Hard include:

- Providing Professional Development for teachers to engage students in a challenging curriculum based on College and Career Ready Standards
- Preparing students for the 21st century using a challenging curriculum based on College and Career Ready Standards
- Increasing Parent Involvement to maximize student achievement, while expanding our impact on the community
- Expand the role of faculty and staff to provide a collaborative structured network to achieve desired goals

Charles F. Hard Elementary school has a highly qualified staff of certified professionals who are committed to student achievement. Currently, 36% of the teaching staff holds a bachelor's degree only, while 28% has a master's, 28% earned an education specialist degree, and 8% earned doctoral degrees. National Board Certified Teachers make up 17% of the instructional staff. We consider ourselves lifelong learners continuously seeking new knowledge to build our capacity as teachers.

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--Renovation Project

Charles F. Hard has completed a \$5 million dollar construction and renovation project. Our 10,000 square ft. newly renovated wing boasts an administrative suite, counselor's office, state of the art media center, computer lab and cafeteria. This new facility provides our students and staff with a safer and more secure environment which is aligned with our mission statement and the guidelines of our School Safety Plan.

Recently central air has been installed in the gymnasium; fencing has been added to the perimeter of the campus to ensure safety; a flag pole has been installed near the main entrance; and an electronic marquee has been added.

Our principal was recognized by the Bessemer Reading Council as an outstanding administrator for fiscal year 2017.

--Recognition of Accountability Verification and Excellence Award (RAVE)

The RAVE is a continuous improvement document that gives a school counseling program and an opportunity to demonstrate effective communication and commitment to implementing an outcome based data driven program. Modeled after the Comprehension Counseling and Guidance Model for Alabama Public Schools, Recognition of Accountability Verification and Excellence Award (RAVE) has been developed by an advisory group of Alabama school counselors, counselor educators, system/district supervisors and the Alabama Department of Education. Our counselor, along with the support of the principal and staff was awarded the Bronze, Silver and Gold RAVE Awards.

--Positive Behavior Support (PBS)

C. F. Hard has implemented the PBS program for the last four years. It has made a definite impact on the daily decisions our students make. Through the PBS program, our school has recognized and rewarded those students who have made positive academic and social choices at school. While the program has caused a decrease in tardies, absentees and misbehaviors, it has caused an increase in classroom management and student learning.

--Technology

The school is equipped with 186 computers, 7 Mac Book laptops, 9 Dell laptops, 27 printers, 19 e beams, 19 LCD Projectors, 24 iPads, 164 Nooks, 8 Elmo's and 2 Promethean boards. Additionally, each of our second as well as third grade students have one to one access to tablets.

---Two additional computer labs were added.

---The first grade unit acquired 6 Kindle Fire tablets.

The district has adopted the One to One Computer Initiative that provides laptops to all teachers and students in grades three through five.

--The school was chosen out of 100 schools to participate in the Expedition program that governs virtual reality education.

--Grants

The kindergarten department received new classroom furniture to enhance teaching and learning

Additional Information

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

Charles F. Hard was renovated during the 2015 fiscal year. Built in 1956, our school was in need of numerous upgrades. Construction and renovation on the new addition to our campus included numerous upgrades and a more modern facility. Our families are a part of School Cast, which is a system to alert parents by text, email and phone calls of school events, safety concerns and inclement weather issues on campus. The message is delivered in both English and Spanish. The staff of Charles F. Hard Elementary has worked collaboratively with more than thirty relevant external stakeholders to ensure that our students have the academic, behavioral, and physical support needed to be successful during the school day. Our Pre-K Program through JCCEO Head Start provides planned family enrichment workshops each month. Topics include: preschool curriculum, early literacy, active parenting, kindergarten readiness, child nutrition, and community support services. Parents are encouraged to attend workshops and volunteer in the classroom. Our faculty and staff members are highly qualified for the positions in which they hold. We have two certified faculty members who hold doctoral degrees. Seven who have earned education specialist degrees. Seven who hold masters and nine with bachelor's degrees. Each of our paraprofessionals as well as secretaries have a minimum of two years of college. All of our staff participate in job embedded professional development in order to increase student performance.

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.

The Technology Committee (Stakeholders) is comprised of teachers, administrators, central office technicians, community leaders, students, and parent representatives. Stakeholders are sought out based on their vested interest in our school as well as their level of knowledge of technology. The responsibilities of the Technology Committee are to collect data, to determine the school needs, and to develop goals to meet specific goals. The committee members were informed in writing by the committee chair of their selection and roles. The committee met on a varied schedule to accommodate schedules of its members, usually meeting during the school day and sometimes meeting in subgroups. Meetings were planned as needs and deadlines dictated.

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

Lakeshya George, Principal
Katherine Thomas, Technology Support Specialist (Technology Plan Chairperson)
Yolanda Williams, Counselor
Mekko Williams, Media Specialist
Carolyn Miller, Special Education
Andrea Kirk-Cook, Reading Coach (CIP Chairperson)
Latesa Willis-Sanders, Mathematics Coach
Raphael Bryant, Central Office Technology
Elisa Bush, Central Office Technology
Captain Jackson, Bessemer Fire Department
Tarsha Wynn-Scott, Parent
Larry Dean, Parent
Janice Culpepper, 4th Grade Teacher
Antwarnikke Lewis, Kindergarten Teacher
Phyllis Brown, Boy Scouts of America
David Self, Boy Scouts of America
TiNyra Martin, Student Government President
Zynmphony Ortega, Student Government Vice President
A'Nyia Nevels, Student Government Vice President

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

The Technology Committee has two scheduled meetings, one in the fall and one in the spring where all members are encouraged to attend. As progress is made and updates are warranted for the Technology Plan during the year, it is communicated via the school website and announcements to school staff. Follow-up on the plan is communicated through email, faculty meetings, and our school website. The school's Technology Plan is available on Charles F. Hard School's website. Each faculty member is given a copy of the Technology Plan.

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:

- Continuous Improvement Plan
- Technology Plan Surveys (*Required)

School Inventory Records

Faculty Meetings

Leadership Meetings

Technology Work Orders

Lesson Plans

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.

Strengths:

Bandwidth was increased and teamed with our access points to support our 1:1 initiative for grades 2, 3 and 5.

All classrooms have internet and wi-fi access

Needs:

Continued support and updating

Data sources and results: Transform 2020 Section B #2 and lesson plans

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.

Strengths:

- The school is equipped with three computer labs to instruct our students.

- All teachers have a dedicated desktop computers, a laptop, an iPad, a mounted projector, an interactive white board or eBeam and a printer.

- We have a 1:1 initiative for Grade 5 students and 1:1 Nook's for Grades 2 and 3.

Needs:

- Additional hardware needed for replacement of broken computers.

- Students in grade 4 would benefit from 1:1 tablets for instruction

- Data sources and results: Transform 2020 Section: D and inventory report

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:

- Students use productivity, research, and communication tools for instruction.

- Students use Classworks, Imagine Learning, Scantron Achievement Series, MobyMax, Think Central, Pearson Realize and other software packages to augment instruction.

Needs:

- Continue to reinforce the use of National Technology Standards

- Data sources and results: Transform 2020 Section: D and inventory report

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.

Strengths:

- Teachers are proficient users of technology and use it to direct teaching and learning

Needs:

- Teachers need job-embedded opportunities to share useful technology tools with one another
- Data sources and results: Transform 2020 Section B #2 and lesson plans

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:

Teachers infuse teaching with Quizlet, Nearpod, Symbaloo, Code.org, Google Classroom, Padlet, Khan Academy and ALEX.

Needs:

Professional development is needed to familiarize teachers with the Alabama Course of Study, Alex, and National Education Standards for Students

Data sources and results: Transform 2020 Section B #2 and lesson plans

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:

- Teachers use productivity tool, parent communication tools, research, and communication tools for instruction.

Needs:

- Teachers have an iPad to assist with instruction and student data collection. They need to be aware of the many apps available for productivity

- Data sources and results: Transform 2020 Section B #2 and lesson plans

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:

- Our school leader uses technology for productivity and communication.
- Data is disaggregated and shared with staff for review.

Needs:

- Continued support for programs in use
- Data sources and results: Transform 2020 Section B #2 and lesson plans

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.

Strength:

- Integration of technology is stressed in all classrooms

Need:

- Continued support and training for teaching technology, video & media production
- Data sources and results: Transform 2020 Section

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.

Professional development for administrators, faculty, and staff will be made available through online and face-to-face resources. The professional development will be offered on scheduled professional development days, after school hours, and personal time. The Library Media Specialist, Technology Support Specialist, Staff Members, and outside Instructors will provide the professional development training. Teachers will be informed of appropriate available webinars and online training during the year. Throughout the year, teachers will attend sessions to learn ways to infuse technology into the curriculum.

Professional development sessions will cover:

1. The introduction of new and review of existing hardware.
2. Digital resources for Nooks, Kindles, and iPads.
3. New Teacher Technical Support
4. eBeam Training
5. Classworks, MyOn, and Achievement Series training

The topics above were determined using data from:

1. Teacher surveys and verbal responses.
2. Administrative and Technology Committee observations and walkthroughs
3. Inventory Assessments conducted throughout the year.
4. Transform 2020 survey results

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

Measurable Objective 1:

80% of Second, Third, Fourth and Fifth grade students will complete a portfolio or performance using Google Classroom in Writing by 05/11/2018 as measured by a successful final assignment.

Strategy1:

Digital Tools -Google Classroom - Integrating digital tools (iPads, Kindles, Nooks, Laptops, Desktops, etc.) by the teacher and requiring students to use the tools to complete necessary academic projects and/or gather information. Students will use Google Classroom component to complete several hands on activities. Individual works will be compiled to create master projects.

Category: Other - Develop/Implement Learning Through Technology

Research Cited: Transform 2020 Stakeholders Survey, <http://www.ascd.org/21st-century-skills-resources.aspx>:

[http://www.idonline.org/article/6291/Technology-Supported Math Instruction for Students](http://www.idonline.org/article/6291/Technology-Supported-Math-Instruction-for-Students) <http://www.ltseducation.com/research.php>

Activity - Digital Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Integrate technology into the lesson by having students participate in Google Classroom activities. Students will visit educational sites, prepare PowerPoint presentations, and conduct research projects.	Technology	10/24/2016	05/11/2018	\$0 - No Funding Required	Teachers, Media Specialist, Technology Support Specialist

Goal 2:

Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students

Measurable Objective 1:

80% of Third, Fourth and Fifth grade students will achieve college and career readiness technology integration in English Language Arts by 05/18/2018 as measured by common core lesson plans.

Strategy1:

Technology Integration - Students will engage in beginning keyboarding skills, engage in the tools that Microsoft Office and online sources provide, and utilize technology to monitor progress.

Category: Develop/Implement College and Career Ready Standards

Research Cited: "Education World:Connecting Educators to What Works," Linda Starr, 5 Oct. 2016. <http://www.educationworld.com/>

Activity - Keyboarding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train students in keyboarding, focusing on practicing with hands-on instruction and a variety of online instructional activities.	Technology	09/12/2016	05/18/2018	\$0 - No Funding Required	Technology teacher and general education teacher.

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:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

80% of Second, Third, Fourth and Fifth grade students will complete a portfolio or performance using Google Classroom in Writing by 05/11/2018 as measured by a successful final assignment.

Strategy1:

Digital Tools -Google Classroom - Integrating digital tools (iPads, Kindles, Nooks, Laptops, Desktops, etc.) by the teacher and requiring students to use the tools to complete necessary academic projects and/or gather information. Students will use Google Classroom component to complete several hands on activities. Individual works will be compiled to create master projects.

Category: Other - Develop/Implement Learning Through Technology

Research Cited: Transform 2020 Stakeholders Survey, <http://www.ascd.org/21st-century-skills-resources.aspx>:

[http://www.ldonline.org/article/6291/Technology-Supported Math Instruction for Students](http://www.ldonline.org/article/6291/Technology-Supported-Math-Instruction-for-Students) <http://www.ltseducation.com/research.php>

Activity - Digital Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Integrate technology into the lesson by having students participate in Google Classroom activities. Students will visit educational sites, prepare PowerPoint presentations, and conduct research projects.	Technology	10/24/2016	05/11/2018	\$0 - No Funding Required	Teachers, Media Specialist, Technology Support Specialist

Goal 2:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will increase student growth with access to a comprehensive infrastructure for learning and productivity using digital tools. in Writing by 05/11/2018 as measured by data usage results.

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Strategy1:

Telecommunications - Charles F. Hard School will facilitate and improve the use of telecommunications networks using technology tools, such as Class Dojo, Group Me, Remind 101, Facebook, Email, and Webpages.

Category: Other - Fast and Easy Access

Research Cited: Schools and Internet Use <https://nces.ed.gov/fastfacts/display.asp?id=46>;

Activity - Webpage Usage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our webpage provides our stakeholders with information about our programs, progress, school hour's information, and activities occurring during and after school hours.	Community Engagement	09/04/2017	05/11/2018	\$0 - No Funding Required	All staff members.

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:

Increase student proficiency in content areas through the use of Classworks.

Measurable Objective 1:

10% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will increase student growth and usage in Reading by 05/11/2018 as measured by usage data.

Strategy1:

Classworks Individual Learning Path - Teachers will work with the technology teacher, and parents to utilize Classworks as a teaching and monitoring tool. Individualized learning paths will be adjusted according to needs and availability. Parents will be involved as adjustments are warranted.

Category: Develop/Implement Learning Supports

Research Cited: Weissglass, J. & Becerra, A. (n.d.). Building bridges: Family mathematics education and support. Santa Barbara, CA: Center for Educational Change in Mathematics and Science, University of California.

Vincent, C. (1996). Parents and teachers: Power and participation. Bristol, PA: Falmer Press.

Activity - Classworks ILP Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The homeroom and technology teacher will assist students and parents in implementing and maintaining usage of Classworks by monitoring and assisting home and school use.	Technology	09/05/2017	05/11/2018	\$0 - Title I Part A	Teachers Technology Teacher Parents

Measurable Objective 2:

10% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will increase student growth in usage in Mathematics by

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05/11/2018 as measured by usage data.

Strategy1:

Classwork Individual Learning Path 2 - The homeroom and technology teacher will assist students and parents in implementing and maintaining usage of Classworks by monitoring and assisting home and school use.

Category: Develop/Implement Learning Supports

Research Cited: Swap, S. M. Enhancing Parent Involvement in Schools. New York: Teachers College Press, 1987.

Activity - Classworks ILP Mathematics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The homeroom and technology teacher will assist students and parents in implementing and maintaining usage of Classworks by monitoring and assisting home and school use.	Technology	09/05/2017	05/11/2018	\$0 - Title I Part A	Homeroom Teacher, Technology Teacher, Parent

Goal 2:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will increase student growth with access to a comprehensive infrastructure for learning and productivity using digital tools. in Writing by 05/11/2018 as measured by data usage results.

Strategy1:

Telecommunications - Charles F. Hard School will facilitate and improve the use of telecommunications networks using technology tools, such as Class Dojo, Group Me, Remind 101, Facebook, Email, and Webpages.

Category: Other - Fast and Easy Access

Research Cited: Schools and Internet Use <https://nces.ed.gov/fastfacts/display.asp?id=46>;

Activity - Webpage Usage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our webpage provides our stakeholders with information about our programs, progress, school hour's information, and activities occurring during and after school hours.	Community Engagement	09/04/2017	05/11/2018	\$0 - No Funding Required	All staff members.

Charles F. Hard Elementary Technology Plan 2017

Overview

Plan Name

Charles F. Hard Elementary Technology Plan 2017

Plan Description

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	Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
2	Increase student proficiency in content areas through the use of Classworks.	Objectives: 2 Strategies: 2 Activities: 2	Academic	\$0
3	All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0
4	Engage and Empower the Learner Through Technology	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0

Goal 1: Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students

Measurable Objective 1:

80% of Third, Fourth and Fifth grade students will achieve college and career readiness technology integration in English Language Arts by 05/18/2018 as measured by common core lesson plans.

Strategy 1:

Technology Integration - Students will engage in beginning keyboarding skills, engage in the tools that Microsoft Office and online sources provide, and utilize technology to monitor progress.

Category: Develop/Implement College and Career Ready Standards

Research Cited: "Education World:Connecting Educators to What Works," Linda Starr, 5 Oct. 2016. <http://www.educationworld.com/>

Activity - Keyboarding	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train students in keyboarding, focusing on practicing with hands-on instruction and a variety of online instructional activities.	Technology	09/12/2016	05/18/2018	\$0	No Funding Required	Technology teacher and general education teacher.
Activity - Application Use	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use applications to acquire information and make new meanings. They will discover virtual and augmented reality through technology.	Academic Support Program, Technology	09/05/2017	05/11/2018	\$0	No Funding Required	All certified personnel.

Goal 2: Increase student proficiency in content areas through the use of Classworks.

Measurable Objective 1:

10% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will increase student growth and usage in Reading by 05/11/2018 as measured by usage data.

Strategy 1:

Classworks Individual Learning Path 1 - Teachers will work with the technology instructor, and parents to utilize Classworks as a teaching and monitoring tool.

Students will be driven by their individualized learning paths which will be adjusted according to needs and availability. Parents will be informed of the availability and process.

Category: Develop/Implement Learning Supports

Research Cited: Weissglass, J. & Becerra, A. (n.d.). Building bridges: Family mathematics education and support. Santa Barbara, CA: Center for Educational Change in Mathematics and Science, University of California.

Vincent, C. (1996). Parents and teachers: Power and participation. Bristol, PA: Falmer Press.

Activity - Classworks ILP Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The homeroom and technology teacher will assist students and parents in implementing and maintaining usage of Classworks by monitoring and assisting home and school use.	Technology	09/05/2017	05/11/2018	\$0	Title I Part A	Teachers Technology Teacher Parents

Measurable Objective 2:

10% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will increase student growth in usage in Mathematics by 05/11/2018 as measured by usage data.

Strategy 1:

Classwork Individual Learning Path 2 - Teachers will work with the technology instructor, and parents to utilize Classworks as a teaching and monitoring tool. Students will be driven by their individualized learning paths which will be adjusted according to needs and availability. Parents will be informed of the availability and process.

Category: Develop/Implement Learning Supports

Research Cited: Swap, S. M. Enhancing Parent Involvement in Schools. New York: Teachers College Press, 1987.

Activity - Classworks ILP Mathematics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The homeroom and technology teacher will assist students and parents in implementing and maintaining usage of Classworks by monitoring and assisting home and school use.	Technology	09/05/2017	05/11/2018	\$0	Title I Part A	Homeroom Teacher, Technology Teacher, Parent

Goal 3: All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

50% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will achieve college and career readiness with access to a comprehensive infrastructure for learning and productivity using digital tools. in Writing by 05/11/2018 as measured by data usage results.

Alabama Technology Plan

Charles F. Hard Elementary School

Strategy 1:

Telecommunications - Charles F. Hard School will facilitate and improve the use of telecommunications networks using technology tools, such as Class Dojo, Group Me, Remind 101, Facebook, Email, and Webpages.

Category: Other - Fast and Easy Access

Research Cited: Schools and Internet Use <https://nces.ed.gov/fastfacts/display.asp?id=46>;

Activity - Webpage Usage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our webpage provides our stakeholders with information about our programs, progress, school hour's information, and activities occurring during and after school hours.	Community Engagement	09/04/2017	05/11/2018	\$0	No Funding Required	All staff members.

Activity - Email	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every staff member is required to have an email account with Bessemer City Schools in order for increased communication between the school and stakeholders.	Parent Involvement	09/05/2017	05/11/2018	\$0	No Funding Required	Teachers, Administrator, Staff

Strategy 2:

Technology Updates - Replace outdated computer equipment. Identify outdated machines, rank priorities, select equipment, and replace equipment.

Category: Develop/Implement Learning Supports

Activity - Technology Update	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Examine inventory findings and replace teacher and student PCs.	Technology	09/05/2017	05/11/2018	\$0	No Funding Required	Administrator and Technology support Specialist

Goal 4: Engage and Empower the Learner Through Technology

Measurable Objective 1:

80% of Second, Third, Fourth and Fifth grade students will complete a portfolio or performance using Google Classroom in Writing by 05/11/2018 as measured by a successful final assignment.

Alabama Technology Plan

Charles F. Hard Elementary School

Strategy 1:

Digital Tools -Google Classroom - Integrating digital tools (iPads, Kindles, Nooks, Laptops, Desktops, etc.) by the teacher and requiring students to use the tools to complete necessary academic projects and/or gather information. Students will use Google Classroom component to complete several hands on activities. Individual works will be compiled to create master projects.

Category: Other - Develop/Implement Learning Through Technology

Research Cited: Transform 2020 Stakeholders Survey, <http://www.ascd.org/21st-century-skills-resources.aspx>: [http://www.ldonline.org/article/6291/Technology-Supported Math Instruction for Students](http://www.ldonline.org/article/6291/Technology-Supported-Math-Instruction-for-Students) <http://www.itseducation.com/research.php>

Activity - Digital Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Integrate technology into the lesson by having students participate in Google Classroom activities. Students will visit educational sites, prepare PowerPoint presentations, and conduct research projects.	Technology	10/24/2016	05/11/2018	\$0	No Funding Required	Teachers, Media Specialist, Technology Support Specialist

Activity - Digital Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work in groups on a regular basis to locate/share digital content to teach Math, English Language Arts, Reading, and Science Standards in the classroom.	Academic Support Program	09/05/2017	05/11/2018	\$0	No Funding Required	Teachers, Administrator, Media Specialist, Technology Support Specialist

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
Keyboarding	Train students in keyboarding, focusing on practicing with hands-on instruction and a variety of online instructional activities.	Technology	09/12/2016	05/18/2018	\$0	Technology teacher and general education teacher.
Digital Tools	Integrate technology into the lesson by having students participate in Google Classroom activities. Students will visit educational sites, prepare PowerPoint presentations, and conduct research projects.	Technology	10/24/2016	05/11/2018	\$0	Teachers, Media Specialist, Technology Support Specialist
Technology Update	Examine inventory findings and replace teacher and student PCs.	Technology	09/05/2017	05/11/2018	\$0	Administrator and Technology support Specialist
Digital Collaboration	Teachers will work in groups on a regular basis to locate/share digital content to teach Math, English Language Arts, Reading, and Science Standards in the classroom.	Academic Support Program	09/05/2017	05/11/2018	\$0	Teachers, Administrator, Media Specialist, Technology Support Specialist
Application Use	Students will use applications to acquire information and make new meanings. They will discover virtual and augmented reality through technology.	Academic Support Program, Technology	09/05/2017	05/11/2018	\$0	All certified personnel.
Email	Every staff member is required to have an email account with Bessemer City Schools in order for increased communication between the school and stakeholders.	Parent Involvement	09/05/2017	05/11/2018	\$0	Teachers, Administrator, Staff
Webpage Usage	Our webpage provides our stakeholders with information about our programs, progress, school hour's information, and activities occurring during and after school hours.	Community Engagement	09/04/2017	05/11/2018	\$0	All staff members.
Total					\$0	

Alabama Technology Plan

Charles F. Hard Elementary School

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Classworks ILP Reading	The homeroom and technology teacher will assist students and parents in implementing and maintaining usage of Classworks by monitoring and assisting home and school use.	Technology	09/05/2017	05/11/2018	\$0	Teachers Technology Teacher Parents
Classworks ILP Mathematics	The homeroom and technology teacher will assist students and parents in implementing and maintaining usage of Classworks by monitoring and assisting home and school use.	Technology	09/05/2017	05/11/2018	\$0	Homeroom Teacher, Technology Teacher, Parent
Total					\$0	