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 emergency operations planning session to determine areas of strength and concern in order to increase safety measures for all students and school board employees.

Charles F. Hard Elementary is comprised of three-hundred and eighty seven pre-school (4) through fifth grade students, one principal, one counselor, a 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. As an extension of the district's mental health initiative, Charles F. Hard has a full-time licensed therapist who works collaboratively with our counselor to ensure that students' mental and behavioral needs are met.

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), African-American cultural dancers, and color guard. 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, music as well as art 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 four 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 nee
--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 the ensure safety; a flag pole has been installed near the main entrance; an electronic marquee has been added; two additional computer labs have been established and an additional lab is under construction; tablets for kindergarten and fourth grade practice stations have been purchased.

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)
---Charles F. Hard was in the year two process of Leader in Me by Franklin Covey
C. F. Hard has implemented the PBS program for the last fours 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 mis-behaviors, it has caused an increase in

classroom management and student learning.

---Technology

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.

---One computer lab is under construction for our first grade transitional hall.

----A parent resource center is under construction.

---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 in 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 one certified faculty members who hold doctoral degrees. Five who have earned education specialist degrees. Ten who hold masters and eleven with bachelor's degrees. Each of our paraprofessionals as well as secretaries have a minimum of two years of college.Our school nurse holds an Associates Degree in Nursing. 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 committee took the following steps in the development of the Technology Plan:

--Distributed a survey to parents and employees, The employee survey link was emailed directly to the staff. members and they were encouraged to participate in taking the survey. Parents were requested to complete surveys during various assemblies.

--Created recommendations to reach the desired state of technology

--Developed action steps

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

The technology plan team is comprised of the following parents, community leaders, business partners, central office staff members, teachers and administrator:

Dr. LaKeshya George, Principal

Katherine Thomas, Technology Teacher

Mekko Williams, Media Specialist

Rasheda Hughes, Teacher

Amber Davis, Teacher

Beverly Underwood, Teacher

Janice Culpepper, Teacher

Katrina Underwood, Teacher

Gary Richardson, Technology Coordinator

Latoya Dill, Boys and Girls Club

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 final technology plan will posted to the school website and discussed during faculty meetings. The plan will be updated on the website as it is modified.

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)

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.

Areas of Need:

During the past year we have increased the number of devices on our campus. The increase in digital devices will potentially create a need for additional software support.

Areas of Strengths:

All classrooms and office areas have at least one Ethernet drop that allows access to the network. Internet access is available to all computers that are connected to the wide area network.

Data Sources: Technology Inventory (Fixed Assets Inventory), Teacher Survey 2018

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.

Areas of Need:

During the past year we have increased the number of student devices. The implementation of the one-to-one initiative for fifth grade and handheld devices for second and third grade will potentially create a need for additional devices in other grade levels.

Strengths:

Our fixed asset inventory has increased to four labs and a developing parent center. We have interactive whiteboards, eBeams, Elmo's, and ceiling mounted projectors so that the students are able to be actively engaged in the learning process.

Data Sources: Technology Inventory (Fixed Assets Inventory)

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.

Areas of Need:

Teacher Survey Results: Technology Advocacy: 54% of teachers reported that they never/rarely or occasionally model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

Professional Development: 76% of teachers reported that they never/rarely or occasionally plan instruction using the National Education Technology Standards (NETSStudents) to ensure my students have the knowledge, skills, and attitudes necessary for school (PK-21) and careers

Strengths:

73% of teachers reported that they promote, support, and model creative and innovative thinking and inventiveness using digital resources and tools.

Data Sources: Alabama Technology Survey: Teachers

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.

Areas of Need:
Authenic/real-world learning and digital resources: 61% of teachers reported that they never/rarely or occasionally plan and implement authentic/real-world learning experiences whereby students use contemporary tools and digital resources in creative ways to pursue their individual curiosities and manage/assess their own environments.

Strengths:
69% of teachers are interested in learning more about planning and using project-based/authentic learning activities in my classroom.

Data Sources: Alabama Technology Survey: Teachers

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.

Areas of Need:

Teacher Survey Results: Technology Advocacy: 51% of teachers reported that they never/rarely or occasionally plan and implement authentic/real-world learning experiences whereby students use contemporary tools and digital resources in creative ways to pursue their individual curiosities, and manage/ assess their own.

Strengths
Teacher Survey Results: 61% of teachers reported that they communicate relevant information and ideas to students, parents, and others using a variety of digital tools (website, learning management system, collaboration software, blogs, etc.).

Data Sources: Alabama Technology Survey: Teachers

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.

Areas of Need:

84% of teachers reported that they never/rarely or occasionally participate in local and global learning communities to explore creative applications of technology to improve student learning.

Strengths:

All teachers have access to various programs to increase productivity including email, Office 365, and Chalkable.

Data Sources: Alabama Technology Survey: Teachers

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:

Programs for Productivity: School leaders have access to various programs to increase productivity including email, Office 365, Chalkable, and SchoolCast

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.

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.

Our professional learning topics will focus on providing continuous, job-embedded professional development that will allow teachers to explore new ways in which they can effectively integrate technology into their classroom and their curriculum.

A sample of the topics include:

eBeam - onsite - local teacher led

YouTube - onsite - local teacher led

Office 365 - onsite - local teacher led

Coding - onsite - local teacher led

Additional learning will be conducted offsite, during webinars, and asynchronously online.

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:

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.

Activity - Application Use	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use applications to acquire information and make new meanings. They will discover virtual and augmented reality through technology.	Technology Academic Support Program	09/05/2017	05/11/2018	$0 - No Funding Required	All certified personnel.

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..ltseducation.com/research.php

Activity - Digital Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	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 - 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

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:

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.

Strategy1:

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

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Technology Update	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Charles F. Hard Technology Plan 2018

Overview

Plan Name

Charles F. Hard Technology Plan 2018

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	Engage and Empower the Learner Through Technology	Objectives: 1 Strategies: 1 Activities: 2	Academic	$0
2	Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students	Objectives: 1 Strategies: 1 Activities: 2	Academic	$0
3	STEAM development in science, technology, engineering, and mathematics.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0

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.

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..ltseducation.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	05/17/2019	$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	05/17/2019	$0	No Funding Required	Teachers, Administrator, 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 05/17/2019 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	05/17/2019	$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.	Technology, Academic Support Program	09/05/2017	05/17/2019	$0	No Funding Required	All certified personnel.

Goal 3: STEAM development in science, technology, engineering, and mathematics.

Measurable Objective 1:

80% of All Students will demonstrate student proficiency (pass rate) in grade level science, technology, engineering, and mathematics content in Science by 05/17/2019 as measured by project-based developments.

Strategy 1:

STEAM Education - Provides standards-based structured inquiry-based and real world problem-based learning, connecting all five of the STEAM subjects.

Category: Other - STEAM Education

Research Cited: What is STEM Education? By Elaine J. Hom, LiveScience

Activity - Full STEAM Ahead	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STEAM is all around us. The learners will develop real life activites and solve problems to answer their curiosities.	Technology	09/17/2018	05/17/2019	$0	No Funding Required	Technology Instructor

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
Application Use	Students will use applications to acquire information and make new meanings. They will discover virtual and augmented reality through technology.	Technology, Academic Support Program	09/05/2017	05/17/2019	$0	All certified personnel.
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	05/17/2019	$0	Teachers, Media Specialist, Technology Support Specialist
Keyboarding	Train students in keyboarding, focusing on practicing with hands-on instruction and a variety of online instructional activities.	Technology	09/12/2016	05/17/2019	$0	Technology teacher and general education teacher.
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	05/17/2019	$0	Teachers, Administrator, Media Specialist, Technology Support Specialist
Full STEAM Ahead	STEAM is all around us. The learners will develop real life activites and solve problems to answer their curiosities.	Technology	09/17/2018	05/17/2019	$0	Technology Instructor
				Total	$0	