



Alabama Technology Plan: Transform 2020

Colbert Heights Elementary School
Colbert County Board of Education

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Tuscumbia, AL 35674

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Executive Summary

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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.

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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?

Colbert Heights Elementary is a Title I school located in a rural community ranging in size of approximately 419 students in Northwest Alabama. Ms. Alvie Shaw serves as the principal. About 70% of our student population is on free or reduced lunches, down from 74% in 2014. Of our student population, 96% are Caucasian, 2.86% are African American, .4% are Native American, .2% are Asian, .2% are Pacific Islander, and .2% are of a mixed race. CHES faculty is 100% highly qualified. Staff members include 21 general education classes, and 1 administrator. We also have 2 special education teachers, 1 counselor, 1 librarian, 1 nurse, 1 music teacher, 1 instructional reading coach, and 5 para-educators. 2 of which are in the PreK classrooms. CHES has 24 out of 29 staff members that have a Masters Degree or higher. The 5 remaining staff members are actively seeking a Masters Degree for higher degree. Professional development has been conducted for common core state standards for the past 3 years. Other professional development has included math textbook training, reading textbook training for grades K-2, technology training with Barry Wiginton from Alabama Technology in Motion, and AMSTI. Teachers will continue to further their education and knowledge through current educational professional development opportunities.

Colbert Heights Elementary is a rural part of Tuscumbia City that has several small businesses who support the school. In December of 1938, the small school of Melrose, at the foot of Colbert Mountain burned. Interim classes were held at Colbert Heights Baptist Church while the new school located at the present site of Colbert Heights High School was built. The name was changed to Colbert Heights upon completion of the new facility. Beginning in 1964, a grade was added yearly until the school contained grades one through twelve. In 1980, a kindergarten was added.

The Colbert County Board of Education began building a separate elementary school at the present location on Sunset Drive in 1983. The school began serving grades K-6 in the fall of 1984. A gymnasium was build in 1987. Eight new classrooms were added in 1994 to accommodate students and faculty from the closing of Littleville School.

Colbert Heights Elementary School began a Pre-K program in 2008. This program was funded by the State of Alabama's OSR office. The program was continued through 2010. Beginning the 2011 school year, the OSR office funded a second classroom. CHES now has 2 Pre-K classrooms with a total of 36 students. As of the school year 2015-2016, Colbert Heights Elementary has 22 classroom teachers as a result of adding 2 new classroom teachers from increased classroom size. In addition, our school has constructed a new playground for the Pre-K in 2015. This playground met Alabama State Department of Education requirements for Pre-K recreational facilities.

Colbert Heights Elementary School is located in a rural community with a largely depressed socioeconomic status. This is in part due to the lack of a business base in the area. This prevents the school from partnering with local businesses that could provide valuable additional resources for the school. The student population has also declined in the past few years as a result of the lack of job opportunities for parents.

CHES has taken the ACT ASPIRE test for the past two years. We have shown significant gains the second year of testing. Third grade showed 47% at the ready level in math and 35% at the ready level in reading. Fourth grade showed 28% ready in math and 22% ready in reading. Fifth grade results are 38% ready in math and 29% ready in reading. Sixth grade showed 30% ready level in math and 42% ready in reading. Overall, CHES has shown an increase in scores.

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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.

At Colbert Heights Elementary, we believe that every child matters and deserves the best education possible, by implementing research based instructional strategies, aligning student assessments with the established curriculum and benchmarks, and differentiating instruction to meet the needs of all students. CHES strives to provide a safe, inviting environment where students can be successful in learning. By using testing results, surveys, professional development opportunities, and cooperative involvement of parents, teachers, and the community, CHES can strive to provide the best possible education for our students.

Vision: Colbert Heights Elementary School encourages each student to reach his or her maximum potential by instilling in all students the importance of academics, good citizenship, respect for others, and a sense of self-worth.

Mission: Colbert Heights Elementary School will provide an innovative curriculum, along with a supportive learning environment, that will promote cooperation with families and the community to ensure a quality education for each student.

Core Beliefs:

Challenging curriculum to meet the needs of all students.

Safe learning environment

High expectations for all students

Character and academic development of students

Encourage parental partnership

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.

The strengths and improvements of Colbert Heights Elementary School include researched-based programs such as Destination Success, Renaissance Place, Study Island, and Global Scholar. Computer software has been updated to Windows 7, wireless internet has been installed throughout the campus, and upgrades have been made to the internet software. Apple TV was installed in all classrooms and each teacher was issued an iPad in order to incorporate technology in the classroom. In addition, Colbert Heights has added 25 Chrome books for student use. New math textbooks are also online for teachers, parents, and students to utilize. New McGraw Hill reading textbooks have been purchased in 2015 for grades K-2. Teachers are currently going through professional development on instructional materials for the new reading series. The library is continually adding E-books to the library each year. Communication with parents has been improved by offering more options for parent and teachers through the Remind Classroom Communication System, Class Dojo and STI- Parent Portal. Finally, the Pre-K has added a new playground.

There are some areas at Colbert Heights Elementary that were identified as weaknesses at our school. Although there have been advances in technology, teachers are unable to utilize all the technology which is available. The infrastructure needs to be updated to be able to run all the new technological devices and software. As part of including more technology, we have insufficient technology funds and need to continue more e-books to have a sufficient number available for students to read. Colbert Heights would like to also continue to add more chrome books and computers to increase the computer to student ratio. More technology professional development can provide opportunities for teachers to incorporate iPads, software, and Smartboards in instruction. In the next three years, our school would like to improve upon at least 3 of the 6 weaknesses addressed above.

Additional Information

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

In March or April of 2012, CHES Pre-K teachers presented at the Alabama Pre-K Conference in Montgomery. The title of our workshop was "Biggest Brainstorming Bonanza."

In July of 2014, CHES Pre-K teachers, along with Leighton's Pre-K teachers were chosen to present at the Mega Conference in Mobile. The selection committee visited in March to watch a mock presentation before choosing us to present at Mega. We were only 1 of 4 elementary schools in the state chosen to present at the Mega Conference. The title of our workshop was "Mega Game Show: Bridging the Gap between School and Parents." CHES Pre-K and Leighton's Pre-K teachers presented the Mega Game Show workshop to parents and board members on Sept. 11th. In 2013, Colbert County Pre-K teachers once again presented at the Alabama Pre-K conference in Montgomery. The title of the workshop was Biggest Brainstorming Bonanza Part II. CHES Pre-K teachers were chosen to be the hosts of Region 1 Professional Development training for new Pre-K teachers.

The library was awarded a \$2000 grant on April 15, 2015 from Rep. Johnny Mack Morrow. The library has added e-books and print books to keep our collection current. Furthermore, the library will be purchasing current subscriptions to World Book Encyclopedia and Tumblebooks.

Students in grades 4-6 participate in the local 4-H program. 4-H empowers youth to reach their full potential, working and learning in partnership with caring adults. Students learn to work with adults in providing positive change in our society. Furthermore, this program provides opportunities for students to participate in poster contests, budgeting programs, and health related issues. In 2014, Lucas Cornelius won third place in the Radon Poster Contest at the county level and also at the state level. Lucas also won first place in the \$15.00 Clothing Challenge at the county level. Molly Ball won honorable mention with her birdhouse at the county level. Also, students in grades 3-6 participate in the local Spelling Bee and Geography Bee. The school level winners of the Geography Bee was 1st place Sean Riddle, 2nd place Lucas Cornelius, and 3rd place Isaiah Bailey. These students went on the county level and Lucas Cornelius won 2nd place at the county level. Chelsey Phifer was the winner of the Spelling Bee at the school and county level.

Community service projects are always included within the school year at CHES to instill with students the importance of community involvement and giving back to those in need. In 2014-2015, our school participated in a bake sale and proceeds went to the American Cancer Society. We also had a canned food drive to give to needy families in the area. This project provided greatly needed food for families during the holiday season.

Improvement Plan Stakeholder Involvement

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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.

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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 school principal determines the parents who are involved in the planning of the CIP.

Colbert Heights Elementary provides parents timely information concerning their child's education in the following ways. One method is to maintain effective communication with parents through parent/teacher conferences which are held by teacher and/or parent requests. Other forms of communication include home notes, memos, newsletters, school wide monthly calendars, student planner communication notebooks, Dojo behavior plan, and Remind text messaging. During registration, parents receive Colbert County School handbooks and grade level Parent Right To Know forms to be read, signed, and returned to be kept on file. Also, Colbert Heights Elementary hosts an Open House and grade level orientation in August of each school year and P.T.O meetings monthly. In addition, each grade level participates in a program where parents are invited to participate in a school activity (ie. Third grade will build and erupt volcanoes). Furthermore, Colbert Heights Elementary maintains communication with parents through the All Call Communication System and posting relevant information and pictures on the School Web Site. The All Call Communication System is used as vital role in any crisis alert situations as well as school related events. An Honor's Day is conducted at the end of the school year for all parents to attend as students are given awards for honor roll, perfect attendance, Accelerated Reading awards, Physical Fitness achievements, and band participation.

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

1. Alvie Shaw, Principal
2. Bradley Coan, Reading Instructional Coach
3. Kim Porter, 5th Grade Teacher
4. Anna Phillips, 5th Grade Teacher
5. Brittne Beasley, 3rd Grade Teacher
6. Seth Lewey, 3rd Grade Teacher
7. Brad King, 6th Grade Teacher
8. Gale D. Satchel, Federal Programs
9. Erica Jacques, Parent
10. Lakin Howell, Parent
11. Monica Farris, County ELL teacher

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 Continuous Improvement Plan for 2015-2016 was shared with the school faculty during faculty meetings and the faculty will analyze the CIP more closely in grade level meetings. The final CIP was shared with the PTO officers during their monthly meeting, published on the school's website, and made available in the Central Office. Stakeholders will receive updates on the CIP mid-year and at SY 2016-2017

the end of the school year.

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Technology Diagnostic

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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.

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Data

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

Response:

- Inventory & Infrastructure Report-- Fast and Easy Access to network, and Availability of Technology
- Transform2020 Surveys (*Required)

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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:

- 1.) 70.37% of the teachers feel like they have sufficient digital devices and tools to effectively integrate technology into teaching. (Technology Transform Survey, Section C, #26)
- 2)96.3% of the teachers feel like they have sufficient access to online digital resources (videos/podcasts, lesson plans, games, learning activities, etc.) aligned to the online Alabama Course of Study Standards. (Technology Transform Survey, Section C, #21)

Weakness:

- 1.) 62.84% of teachers do utilize the Digital Devices/ Resources that make up our technology infrastructures. (Technology Transform Survey, Section D, #28)
- 2.) 6.68% of teachers do not utilize the internet as a digital device or resource.

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: (Based on inventory and infrastructure reports),

1. Sufficient number of classroom/lab computers
2. Wireless throughout school
3. Document Cameras in every classroom
4. Projectors in every classroom
5. Two Chrome Book Labs on mobile cart
6. One ipad per teacher, including non-homeroom teachers & specialty areas

Weakness:

Based on inventory and infrastructure reports, there is a need for the following:

- 1.) Update classroom computers for students and teachers to Chromebooks
- 2.) Update the computer lab with chromebooks
- 3.) Smart Projector in every classroom
- 4.) Updated phone lines to VOIP

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.) 96.29% of teachers frequently promote, support, and model creative and innovative thinking and inventiveness using digital resources and tools. (Technology Transform Survey, Section B, #1)
- 2.) 85.19% of teachers model collaboration by engaging in learning with students, colleagues, and others in online and face-to-face environments using digital devices and resources to support my students' success and innovation. (Technology Transform Survey, Section B, #10)

Weakness:

- 1.) 3.7% of teachers do not engage students in exploring real-world issues and solving authentic problems using digital tools and resources based upon the Alabama Courses of Study standards. (Technology Transform Survey, Section B, #2)
- 2.) 3.7% of teachers do not routinely plan activities that promote individual and collaborative student reflection using digital communication tools. (Technology Transform Survey, Section B, #3)
- 3.) 66.67% of teachers never/occasionally plan instruction using the National Education Technology Standards (NETS-Students) to ensure students have the knowledge, skills, and attitudes necessary for school (PK-21) and careers. (Technology Transform Survey, Section B, #6)

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:

- 1.) 70.37% of teachers are interested in learning more about planning and using project-based/authentic learning activities in the classroom. (Technology Transform Survey, Section C, #25)
- 2.) 100% of teachers are interested in learning more about planning and implementing a 1-1 (device to student ratio) initiative in their classroom. (Technology Transform Survey, Section C, #27)

Weakness:

- 1.) 62.96% of teachers frequently/occasionally evaluate and reflect on current research and Professional practice to make effective use of existing and emerging digital tools and resources in support of student learning. (Technology Transform Survey, Section B, #19)
- 2.) 55.56% of teachers are able to attend a sufficient number of professional learning sessions to help successfully integrate technology and digital resources into the classroom. (Technology Transform Survey, Section C, #23)

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.) 48.15% of teachers frequently 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 learning. . (Technology Transform Survey, Section B, #5)
- 2.) 59.26% of teachers frequently model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use

information resources to support research and learning. (Technology Transform Survey, Section B, #12)

Weakness:

- 1.) 22.22% of teachers rarely/occasionally promote and model digital etiquette and responsible social interactions related to the use of technology and information. (Technology Transform Survey, Section B, #15)
- 2.) 66.67% of teachers rarely/occasionally teach students about the responsibilities of digital citizenship through global/ cultural awareness and using digital tools to communicate about/ with people in other cultures. (Technology Transform Survey, Section B, #16)

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.) 55.56% of teachers frequently demonstrate fluency in technology use and transferring that knowledge to new technologies and situations. (Technology Transform Survey, Section B, #9)
- 2.) 55.56% of teachers frequently contribute to the overall effectiveness, vitality, and self-renewal of the teaching profession, my school, and community by modeling the use of digital resources and tools. (Technology Transform Survey, Section B, #20)

Weakness:

- 1.) 25.92% of teachers rarely/occasionally provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use the resulting data to inform learning and teaching. (Technology Transform Survey, Section B, #8)
- 2.) 44.44% of teachers rarely/occasionally model collaboration by engaging in learning with students, colleagues, and others in online and face-to-face environments using digital devices and resources to support the students' success and innovation. (Technology Transform Survey, Section B, #10)

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.) 81.48% of the administration frequently stay abreast of educational research and emerging trends regarding effective use of technology and encourage the use of new technologies that have the greatest potential to improve student learning. (Technology Transform Survey, Admin, Section B, #12)
- 2.) 100% of the administration frequently support and promote integrating digital resources and tools into learning throughout my school. (Technology Transform Survey, Admin, Section C, #24)

Weakness:

- 1.) 100% of administrators occasionally participate in local, national, and/or global learning communities that stimulate innovation, creativity, and digital age collaboration, and promote participation among my staff and colleagues. (Technology Transform Survey, Admin, Section B, #8)

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.

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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.

1. Training in face-to-face format for Google Apps/Extensions with Barry Wigington with Technology in Motion.
2. Training in Renaissance Learning in a face-to-face format with the Librarian for teachers as needed.
3. Training on the Big Blue Button for morning announcements.

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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:

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

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior in fluency in technology use and transferring that knowledge to new technologies and situations. in Career & Technical by 05/27/2016 as measured by student performance using new technology.

Strategy1:

New Technology Usage - Students will demonstrate the usage of new technology such as iPads, E-readers and Mimio Teaching Technology.

Category: Develop/Implement Learning Supports

Research Cited: Technology Transform 2020, Section B, #9

Activity - Implementation of New Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and utilize the use of new technology in the classroom and library.	Technology	08/03/2015	05/27/2016	\$20000 - General Fund	Administrators, Teachers, School Librarian, Political personnel and grant committees

Measurable Objective 2:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior in knowledge construction by engaging in learning with students, others in face-to-face and virtual environments. in Career & Technical by 05/31/2015 as measured by digital activities.

Strategy1:

Engaging Digital Learning Environments - Students will participate in a variety of activities that promote digital learning.

Category:

Research Cited: Technology Transform 2020, Section B, #4

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Activity - Digital Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participation in virtual field trips, virtual classrooms and a variety of other digital activities & projects.	Technology	08/01/2015	05/27/2016	\$1000 - General Fund	Administrators, Teachers, School Librarian and other school personnel

Goal 2:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance student work samples, & projects in Reading by 05/26/2016 as measured by teacher observation and student work samples.

Strategy1:

Students will create projects using a variety of technology - Students will participate in activities that promote individual and collaborative student reflection using digital communication tools.

Category:

Research Cited: Transform Technology 2020 Survey Results, Section B, #3

Activity - Students will collaborate using digital communication tools.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student research projects and reading activities that use technology.	Technology	08/03/2015	05/26/2016	\$0 - No Funding Required	Teachers, Administrators, School Librarians and Students

Measurable Objective 2:

60% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth 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 behavior in knowledge, skills, and attitudes necessary for school (PK-21) and careers. in Career & Technical by 05/26/2016 as measured by teacher observations and student presentations or work samples.

Strategy1:

Demonstration on National Education Technology Standards - National Technology Standards available on ALEX will be reviewed and applied in instruction.

Category:

Research Cited: Technology Transform 2020 (Section B, # 5)

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Activity - Researched Based on NETS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student samples and teacher observations	Technology	08/09/2015	05/27/2016	\$0 - No Funding Required	Teachers, Administrators, School Librarians & Students

Goal 3:

All students at Colbert Heights Elementary will use the computer program Study Island to increase test scores in reading and math in the area of critical thinking.

Measurable Objective 1:

A 5% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth 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 achieve college and career readiness in the area of critical thinking on the ASPIRE test in Reading by 04/30/2016 as measured by 2015-2016 ASPIRE test.

Strategy1:

Study Island - Students will use the Study Island computer program to improve critical thinking skills. Students will use the Study Island program on classroom computers, in computer lab, and on computers in the library.

Category:

Research Cited: Herman, J. L., & Baker, E. L. (2005). Making benchmark testing work. *Educational Leadership*, 63(3), 48–55.

Kulik, C. C., & Kulik, J. A. (1991). Effectiveness of computer-based instruction: An updated analysis. *Computers in Human Behavior*, 7, 75–94.

Kulik, J. A., Kulik, C. C., & Bangert-Drowns, R. L. (1985). Effectiveness of computer-based education in elementary schools. *Computers in Human Behavior*, 1, 59–74.

Soe, K., Koki, S., & Chang, J. M. (2000). Effect of computer-assisted instruction (CAI) on reading achievement: A meta-analysis. Honolulu, Hawaii: Pacific Resources for Education and Learning.

Duke, N. K., & Pearson, P. D. (2002). Effective practices for developing reading comprehension. In A. E. Farstrup & S. J. Samuels (Eds.), *What research has to say about reading instruction* (pp. 205–243). Newark, DE: International Reading Association.

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Activity - Researched Computer Program Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the Study Island program with all students. Students will complete activities on the program to improve critical thinking skills. Teachers will print reports from the Study Island program to guide the activities that will be assigned to students. Teachers will collaborate with the principal, instructional coach, and other teachers through data meetings, vertical, and horizontal meetings using the data from the program to discuss the gains and areas of focus from the Study Island program.	Academic Support Program	09/14/2015	04/29/2016	\$4850 - Title I Part A	Administrator, Classroom Teachers, Instructional Coach, Special Education Teachers, Librarian

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:

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

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior in fluency in technology use and transferring that knowledge to new technologies and situations. in Career & Technical by 05/27/2016 as measured by student performance using new technology.

Strategy1:

New Technology Usage - Students will demonstrate the usage of new technology such as iPads, E-readers and Mimio Teaching Technology.

Category: Develop/Implement Learning Supports

Research Cited: Technology Transform 2020, Section B, #9

Activity - Implementation of New Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and utilize the use of new technology in the classroom and library.	Technology	08/03/2015	05/27/2016	\$20000 - General Fund	Administrators, Teachers, School Librarian, Political personnel and grant committees

Goal 2:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White,

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Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance student work samples, & projects in Reading by 05/26/2016 as measured by teacher observation and student work samples.

Strategy1:

Students will create projects using a variety of technology - Students will participate in activities that promote individual and collaborative student reflection using digital communication tools.

Category:

Research Cited: Transform Technology 2020 Survey Results, Section B, #3

Activity - Students will collaborate using digital communication tools.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student research projects and reading activities that use technology.	Technology	08/03/2015	05/26/2016	\$0 - No Funding Required	Teachers, Administrators, School Librarians and Students

Measurable Objective 2:

60% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth 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 behavior in knowledge, skills, and attitudes necessary for school (PK-21) and careers. in Career & Technical by 05/26/2016 as measured by teacher observations and student presentations or work samples.

Strategy1:

Demonstration on National Education Technology Standards - National Technology Standards available on ALEX will be reviewed and applied in instruction.

Category:

Research Cited: Technology Transform 2020 (Section B, # 5)

Activity - Researched Based on NETS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student samples and teacher observations	Technology	08/09/2015	05/27/2016	\$0 - No Funding Required	Teachers, Administrators, School Librarians & Students

Goal 3:

All students at Colbert Heights Elementary will use the computer program Study Island to increase test scores in reading and math in the area of critical thinking.

Measurable Objective 1:

A 5% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth 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 achieve college and career readiness in the area of critical thinking on the ASPIRE test in Reading by 04/30/2016 as measured by 2015-2016 ASPIRE test.

Strategy1:

Study Island - Students will use the Study Island computer program to improve critical thinking skills. Students will use the Study Island program on classroom computers, in computer lab, and on computers in the library.

Category:

Research Cited: Herman, J. L., & Baker, E. L. (2005). Making benchmark testing work. *Educational Leadership*, 63(3), 48–55.

Kulik, C. C., & Kulik, J. A. (1991). Effectiveness of computer-based instruction: An updated analysis. *Computers in Human Behavior*, 7, 75–94.

Kulik, J. A., Kulik, C. C., & Bangert-Drowns, R. L. (1985). Effectiveness of computer-based education in elementary schools. *Computers in Human Behavior*, 1, 59–74.

Soe, K., Koki, S., & Chang, J. M. (2000). Effect of computer-assisted instruction (CAI) on reading achievement: A meta-analysis. Honolulu, Hawaii: Pacific Resources for Education and Learning.

Duke, N. K., & Pearson, P. D. (2002). Effective practices for developing reading comprehension. In A. E. Farstrup & S. J. Samuels (Eds.), *What research has to say about reading instruction* (pp. 205–243). Newark, DE: International Reading Association.

Activity - Researched Computer Program Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the Study Island program with all students. Students will complete activities on the program to improve critical thinking skills. Teachers will print reports from the Study Island program to guide the activities that will be assigned to students. Teachers will collaborate with the principal, instructional coach, and other teachers through data meetings, vertical, and horizontal meetings using the data from the program to discuss the gains and areas of focus from the Study Island program.	Academic Support Program	09/14/2015	04/29/2016	\$4850 - Title I Part A	Administrator, Classroom Teachers, Instructional Coach, Special Education Teachers, Librarian

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:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior in knowledge construction by engaging in learning with students, others in face-to-face and virtual environments. in Career & Technical by 05/31/2015 as measured by digital activities.

Strategy1:

Engaging Digital Learning Environments - Students will participate in a variety of activities that promote digital learning.

Category:

Research Cited: Technology Transform 2020, Section B, #4

Activity - Digital Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
participation in virtual field trips, virtual classrooms and a variety of other digital activities & projects.	Technology	08/01/2015	05/27/2016	\$1000 - General Fund	Administrators, Teachers, School Librarian and other school personnel

Measurable Objective 2:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior in fluency in technology use and transferring that knowledge to new technologies and situations. in Career & Technical by 05/27/2016 as measured by student performance using new technology.

Strategy1:

New Technology Usage - Students will demonstrate the usage of new technology such as Ipads, ereaders and mimios.

Category:

Research Cited: Technology Transform 2020, Section B, #9

Activity - Implementation of New Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
purchase and utilize the use of new technology in the classroom and library.	Technology	08/03/2015	05/27/2016	\$20000 - General Fund	Administrators, Teachers, School Librarian, Political personnel and grant committees

CHES Technology Goals 16-17

DRAFT

Overview

Plan Name

CHES Technology Goals 16-17

Plan Description

Technology Plan

DRAFT

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	All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	Engage and Empower the Learner Through Technology	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	All students at Colbert Heights Elementary will use the computer program Study Island to increase test scores in reading and math in the area of critical thinking.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$4850
4	Prepare and Support T-and Career-Ready Students	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

64% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to effectively use the tools to effectively integrate technology into teaching in Reading by 05/30/2014 as measured by observations, lesson plans, student work.

Strategy 1:

Technology Integration - Collect, analyze and report data

Category:

Research Cited: Transform Technology Survey 2020, Section C, #6, Surveys, Technology Inventory

Activity - Implementation of Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A wide variety of data will be utilized to determine the implementation and access of technology in the school.	Technology	09/24/2013	05/30/2014	\$0		County-wide technology coordinator and school/county administration

Goal 2: Engage and Empower the Learner Through Technology

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance whereby students use contemporary tools and digital resources in creative ways to pursue their individual curiosities, and manage/assess their own learning in Reading by 05/31/2015 as measured by Student examples & rubrics.

Strategy 1:

Contemporary Tools and Digital Resources - 1. Provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using technology.

Category:

Research Cited: Transform Technology 2020 Survey Results, Section B, #5

Activity - Student Projects	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will create projects using a variety of technology.	Technology	09/24/2013	05/30/2014	\$0		Teachers, administrators, school librarians and students

Goal 3: All students at Colbert Heights Elementary will use the computer program Study Island to increase test scores in reading and math in the area of critical thinking.

Measurable Objective 1:

A 5% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth 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 achieve college and career readiness in the area of critical thinking on the ASPIRE test in Reading by 04/30/2016 as measured by 2015-2016 ASPIRE test.

Strategy 1:

Study Island - Students will use the Study Island computer program to improve critical thinking skills. Students will use the Study Island program on classroom computers, in computer lab, and on computers in the library.

Category:

Research Cited: Herman, J. L., & Baker, E. L. (2005). Making benchmark testing work. *Educational Leadership*, 63(3), 48–55.

Kulik, C. C., & Kulik, J. A. (1991). Effectiveness of computer-based instruction: An updated analysis. *Computers in Human Behavior*, 7, 75–94.

Kulik, J. A., Kulik, C. C., & Bangert-Drowns, R. L. (1985). Effectiveness of computer-based education in elementary schools. *Computers in Human Behavior*, 1, 59–74.

Soe, K., Koki, S., & Chang, J. M. (2000). Effect of computer-assisted instruction (CAI) on reading achievement: A meta-analysis. Honolulu, Hawaii: Pacific Resources for Education and Learning.

Duke, N. K., & Pearson, P. D. (2002). Effective practices for developing reading comprehension. In A. E. Farstrup & S. J. Samuels (Eds.), *What research has to say about reading instruction* (pp. 205–243). Newark, DE: International Reading Association.

Alabama Technology Plan: Transform 2020

Colbert Heights Elementary School

Activity - Researched Computer Program Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the Study Island program with all students. Students will complete activities on the program to improve critical thinking skills. Teachers will print reports from the Study Island program to guide the activities that will be assigned to students. Teachers will collaborate with the principal, instructional coach, and other teachers through data meetings, vertical, and horizontal meetings using the data from the program to discuss the gains and areas of focus from the Study Island program.	Academic Support Program	09/14/2015	04/29/2016	\$4850	Title I Part A	Administrator, Classroom Teachers, Instructional Coach, Special Education Teachers, Librarian

Goal 4: Prepare and Support T-and Career-Ready Students**Measurable Objective 1:**

96% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth 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 behavior using digital tools and resources to address diverse learning styles and abilities with a focus upon authentically preparing my students for school, careers, and adulthood in Career & Technical by 05/31/2015 as measured by teacher observation and student work samples.

Strategy 1:

Career Readiness with Digital Tools and Resources - Students will use digital resources to create projects and will participate in activities that align with the course of study and NETS.

Category: Develop/Implement Learning Supports

Research Cited: Technology Transform 2020 (Section B, #7)

Activity - Digital Projects	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will create and view projects that align with the CCRS	Technology	08/10/2015	05/31/2016	\$0	No Funding Required	Teachers, administrators, school librarian, and students

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Researched Computer Program Study Island	Teachers will implement the Study Island program with all students. Students will complete activities on the program to improve critical thinking skills. Teachers will print reports from the Study Island program to guide the activities that will be assigned to students. Teachers will collaborate with the principal, instructional coach, and other teachers through data meetings, vertical, and horizontal meetings using the data from the program to discuss the gains and areas of focus from the Study Island program.	Academic Support Program	09/14/2015	04/29/2016	\$4850	Administrator, Classroom Teachers, Instructional Coach, Special Education Teachers, Librarian
Total					\$4850	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Projects	Students will create and view projects that align with the CCRS	Technology	08/10/2015	05/31/2016	\$0	Teachers, administrators, school librarian, and students
Total					\$0	