



Alabama Technology Plan: Transform 2020

**Colbert Heights High School
Colbert County Board of Education**

Mr. Thomas Casteel, Principal
6825 Woodmont Drive
Tuscumbia, AL 35674-4698

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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 High School serves approximately 474 students in grades 7 - 12 on a daily basis. It is located in Tuscumbia, Alabama.

Colbert Heights High School is in a rural community. The ethnicity summary count of the students are: American Indian/Alaskan Native (2 male), Asian (1 male), Black (4 male, and 3 female), Is Hispanic (4 male and 3 female), White (241 male and 216 female) for a total of 251 male and 223 female.

The student body consists of 66.9% free/reduced lunch (approximately 317 students).

School staff consists of 26.41 (State Earned), .59 (Local) teacher units, 1.5 (State Earned), .5 (Local) administrator unit, 1.0 counselor (State Earned), and 1 library media specialist (State Earned) for the 2016-2017 school year for a total of 29.91 units.

In the 2016-2017 school year, Colbert Heights High School has hired a new principal and assistant principal. Colbert Heights High School offers a variety of academic and extracurricular activities to students in grades 7-12. Colbert Heights High School offers ACCESS, Edmentum, dual enrollment, AP and Pre-AP classes, and has recently started a Health Science Academy which is unique to the Colbert County School System. There are over 200 students participating and competing in band, cheerleading, and seven different sports. We also offer many educational organizations to enhance the students' high school experience. Colbert Heights High School offers variety of clubs and organizations that include National Honor Society, National Junior Honor Society, Student Council, Future Business Leaders of America (FBLA), Key Club, (Future Farmers of America, (FFA), Scholar's Bowl, Yearbook, Talent Search, Upward Bound, Mu Alpha Theta, Robotics Team, Art Club, FCA, Boy's and Girl's State.

Programs Aimed at Wildcat Success (PAWS) is an enrichment period after lunch to allow the students a break in the day to relax while gearing up to finish strong each day. Numerous activities are offered to the students by the school staff. These activities include but are not limited to club meetings, tutoring, exercise, entertainment, fine arts, and much more.

The ELL program evaluation planning and reporting for 2015-2016 was measured by performance series assessment, report cards, teacher conferences and ACCESS for ELLs. The results has showed seven EL students were 100% of ELs made adequate progress in English Language Proficiency with an average increase of 1.7 (exceeding the 0.5 AMAO-A-target). There were 100% of ELs reached English Language Proficiency based on ACCESS for ELLs (exceeding the 21% AMAO-B target).

About The School and Community:

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 until construction was complete at the present site of Colbert Heights High School. The name was changed from Melrose 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 with the first class of seniors graduating in 1967.

Through the years, Colbert Heights High School has had a number of changes and additions. In 1974, a new gym was constructed. To
SY 2016-2017

accommodate continued growth, more classrooms were added to the existing school in 1978. Colbert Heights High School served as a kindergarten through twelfth grade school until 1984. A separate elementary school was built during this time allowing for the growth of the junior high and high school grades. In 1995, the school went through a transformation with the addition of a junior high annex and the demolition of the old sandstone building which was replaced with the construction of new offices and classrooms.

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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.

Mission Statement

The mission of Colbert Heights High School is to provide all students with the opportunity to learn and become productive, self-directed citizens in our society.

Vision Statement

Colbert Heights High School exists to provide a high quality of education in a safe environment that allows students to grow academically and socially and ultimately become life-long learners and productive citizens.

Core Beliefs:

- Student learning should be the main focus of all decisions.
- Students should demonstrate understanding of essential knowledge as well as be actively engaged in solving problems and producing quality work.
- Students need to apply their learning in meaningful contexts.
- Students learn best when they are actively engaged in the learning process.
- Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- A safe and physically comfortable environment promotes student learning.
- Teacher, parents, administrators and the community share the responsibility for carrying out the school's mission.
- The commitment to continuous improvement is essential to help our students become confident, self-directed, life-long learners.

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.

Areas of Notable Achievements:

At Colbert Heights High School, we believe that each student has a fundamental right to a quality education. We work to provide AP advanced classes (AP English, AP Math, AP Psychology, and AP Biology). We also offer English dual enrollment courses on campus as well as online classes provided by ACCESS. The ACCESS Distance Learning provides students at Colbert Heights High School the opportunity to take courses not offered on our campus. In addition, we offer Career and Technical Education courses on campus. The Business and Management computer labs software was updated to Office 2013. There were three students who earned MOS PowerPoint certification and one who earned MOS Word certification.

The school also continues to offer the Health Science Academy. Starting in 2016-2017, our Health Science Class will have ten students from Colbert Heights High School and also offer the program to the other schools in our county. As part of this course, the students will begin an internship with various doctors, dentists, long-term care centers, veterinarians, and local hospitals. After the students have completed the seventeen-hour internship, they will be able to take the CNA (Certified Nursing Assistant) test. At the end of the 2015-2016 school year, we had nine out of our fourteen student interns who passed the CNA certification test. These students graduated high school with the availability to join the work force immediately.

The ART (Artistic Renderings of Youth) students here at CHHS participate in the Kennedy-Douglas Center Art Show every year. CHHS art students have placed in several categories over the years including "Best in Show," "Best in 3D," and "Honorable Mention."

Our school offers a safe, orderly, and nurturing environment that engages, challenges, and supports all students so they may thrive and achieve their academic potential while preparing to pursue college or a career upon graduation.

Based on results of ACT, the graduating class of 2016 was within 1 point of the state average in English, Reading, and Science. The percent of Colbert Heights High School students ready for college-level coursework in Reading was 31% and the State was 34%.

ACT Profile Report for the Graduating Class 2016 Quartile Values Score of 71 students tested:

*75 Percentile of students had a composite score of (English 22, Mathematics 17, Reading 23, Science 23, Composite 22)

*50 Percentile of students had a composite score of (Reading 19, English 16, Mathematics 16, Science 18, Composite 18)

*25 Percentile of students had a composite score of (Reading 15, English 14, Reading 15, Science 15, Composite 15)

Based on results of the WorkKeys assessments, improvements were made in most areas. Over 95% of the senior class tested. The number earning Gold certification increased 5%, the number earning Silver certification increased 25%, the number earning Bronze decreased 13% (due to the increase in Silver), and the number not earning a certificate decreased by 15%.

Based on the results of the 2016 Seventh Grade ACT Aspire, scores reflect a 15% increase in reading proficiency, a 6% increase in math proficiency, and a 13% increase in science proficiency.

Based on the results of the 2016 Tenth Grade ACT Aspire, sophomores scored 1% above the national average in Reading.

2016 Advanced Placement test scores show an increase in the total percentage of AP students with scores of 3 or higher.

teachers and parents. It is built around a school-wide electronic database that tracks missing assignments. All students completing all assignments is the foundation of this program.

Parents with internet service can access the school website (<http://chhs.colbert.k12.al.us>). From this site, parents can view activities taking place at the school, current information and schedules, athletic events, and access the link to INow Parent Portal (an internet-based student report on attendance, grades, discipline, current assignments, etc.). Parents are involved in various associations and committees such as athletic boosters and others.

Areas of Improvements:

The ACT test indicated that the graduating classes of 2015 and 2016 did not meet the State benchmarks in English or Math although the greatest gap is 1.5 points.

In 2015, 14% of seventh graders were considered ACT Ready, while in 2016 (this cohort) as eighth graders only 9% were considered ACT Ready in Math. This is a decline of 5%. In 2016, 39% of seventh graders were ACT Ready in Reading, 20% in Math, 25% in Science.

A negative trend is shown in the average ACT scores between 2015 and 2016 with a decline in all areas. The ACT ASPIRE test for seventh and eighth graders showed a decline in math.

The overall lowest performance was noted in the Mathematics scores which are lower than the state values, both as average ACT scores and the percentage of students who met the Readiness Benchmark. The ACT ASPIRE scores for seventh and eighth grades in Math are lower than the ACT Readiness Level.

A decreasing trend was noted in males who were followed through the 2015 and 2016 ACT Aspire testing. The subgroup showed a 9% decrease in performance in Math while females decreased 1%.

The achievement gap is greater between males and females indicated on the 2016 eighth grade ACT Aspire.

The results in Reading and Math from the seventh and eighth grade ACT Aspire tests given in 2015 and 2016 correlate with the Performance Series Tests given in 2015 and 2016.

Additional Information

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

Colbert Heights is a community school. Its faculty consists of many former graduates and many generations of Colbert Heights graduates.

Colbert County Schools Bring Your Device (BYOD) Acceptance of Responsibility and Device Use Agreement was passed by the Board of Education for the 2016-2017 school year. Colbert County Schools allows students permission to bring certain personal computing devices to school for educational purposes.

Colbert Heights High School's Internet Acceptable Use Policy is designed to provide guidelines for using Internet in the classroom, school media center, and computer labs for the schools this year.

Strategic Plan for Colbert County Schools

Strategic Plan 2015-2020

Goals and Strategies

In 2010, the school district developed a Strategic Plan that spanned five years.

Goal development included the involvement of students, parents, board members, community members, staff members, administrators and district leaders. In 2015, the school district with involvement of students, parents, board members, community members, staff members, administrators and district leaders developed new goals and revised existing goals to more closely align with Alabama Plan 2020. As a result, the following goals were developed:

Goal 1: All students will possess the knowledge and skills needed to enroll and succeed in credit-bearing, first-year courses at a two- or four-year college, trade school, or technical school without the need for remediation.

Objective:

- 100% of Colbert County School System graduates will enter post-secondary education without the need for remediation.

Strategies:

- We will redefine learning by developing and implementing a challenging curriculum emphasizing student engagement and high quality instructional methods.

- We will ensure all students enter 9th grade prepared and with a 4-year plan that addresses their individual and career interest needs.

- We will implement college- and career-ready aligned standards in all core subject areas.

- We will utilize quality district formative assessments and state assessments to guide instruction.

- We will individualize instruction to ensure that individual needs are met for every student.

Goal 2: All students will possess the ability to apply core academic skills to real-world situations through collaboration with peers in problem solving, precision, and punctuality in delivery of a product and a desire to be a life-long learner.

Objective:

- 100% of Colbert County School System students will be critical thinkers.

Strategies:

- We will increase learning for all staff to develop, broaden, and/or change to meet or exceed the need of all students.
- We will raise the bar to an advanced level of learning with a focus on quality of work contrasted to quantity of work.
- We will ensure that every student has at one adult advocate in the school who supports the student's educational experience.
- We will provide opportunities for students to work collaboratively.

Goal 3: All students will be provided with supportive learning environments to foster a culture of success.

Objective:

- 100% of Colbert County School System students will experience a learning environment of support.

Strategies:

1. We will ensure that every student has at one adult advocate in the school who supports the student's educational experience.
2. We will utilize Response to Instruction (RTI) for struggling students for both behavior and academics.
3. We will individualize instruction to ensure that individual needs are met for every student.
4. We will develop and implement programs to reduce student apathy.

Goal 4: Partnerships will be developed and strengthened between students, parents, staff members, administrators, board members, district leaders and stakeholders.

Objective:

All Colbert County Schools will develop and strengthen new or existing partnerships to more effectively to meet the needs of students.

Strategies:

1. We will develop marketing strategies to encourage more families to attend Colbert County Schools.
2. We will seek community grants to assist the needs of schools.
3. We will offer flexible locations and times of events for families.
4. We will provide opportunities for more family-focused services

Goal 5: The system will provide resources and services to all schools that support its purpose and direction to ensure success for all students.

Objective:

100% of Colbert County School System students and employees will be provided resources and services to ensure success in alignment with the vision and mission of the system.

Strategies:

1. We will develop a long-range plan for facilities including a capital plan.
2. We will collaborate with the technology director to plan for future technology including infrastructure and security needs.
3. We will conduct an annual needs assessment to evaluate existing instructional needs, technology needs, and facility needs.

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 Leadership Team was instrumental in the planning process. The Leadership Team is comprised of a diverse group of stakeholders, including parents and community members. Meeting times for the Leadership Team were scheduled at various times to accommodate work schedules of parents and community members. The Leadership Team gathered and meticulously analyzed and reviewed data. Preliminary strengths and weaknesses were identified at a collaborative meeting of the Leadership Team. The data sources, identified strengths and weaknesses, and academic assessments were reviewed with the entire faculty at a collaborative meeting, as well as before with parents during an organized meeting. After receiving input from all stakeholders via the processes listed above, the Leadership Team finalized the strengths and weaknesses that appear in this ACIP with the specific intent of improving the achievement of not only individual students, but the overall instructional program. Strategies to improve upon strengths and weaknesses were shared and reviewed with all stakeholders, including parents, via parent meetings and the school website.

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

The Leadership Team included administrators, teachers, parents and a variety of stakeholders. All members of the Leadership Team were involved in the review of data, identification of strengths and weaknesses, and designation of goals for the ACIP.

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 Alabama Continuous Improvement Plan (ACIP) for 2016-2017 was shared with the school faculty during a meeting and analyzed more closely in grade level/department meetings. The final ACIP is published on the school's website, and made available in the school office. Stakeholders will receive updates on the ACIP mid-year and at the end of the school year.

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:

- Board of Education actions
- Continuous Improvement Plan
- Inventory & Infrastructure Report-- Fast and Easy Access to network, and Availability of Technology
- Professional Learning Evaluations, Lesson Plans
- Student Achievement Data
- 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.

The current connectivity design for technology infrastructure is:

1. 100% of classrooms are connected to LAN
2. LAN is 1 Gb
3. There is 1Gb to client computers with a gigabyte backbone to server
4. There is file and print sharing on all
5. WAN is 500 Mb to internet
6. Wireless access throughout the school

Areas of Strengths

Question 28 Section D Usage Survey Information: Teacher Survey

Select the Digital Devices/Resources or Infrastructures you use.

Desktop Computers 8.75%, Email 8.75%, Internet 8.75%, Digital Projector 8.12%, Smartphone 5.62%, Wireless Connectivity 6.88%, School Network (from home) 4.38%, ALEX 5.62%

Question 29 Section D Usage Survey Information: Teacher Survey

Select the Digital Devices/Resources or Infrastructures YOUR STUDENTS use.

Desktop Computers 10.58%, Internet 12.5%, Wireless Connectivity 8.65%, Smartphone, 6.73%, Email 3.85%, Digital Projector 7.69%, AVL 7.69%, Online Assessments (informal) 6.73%, iPad 3.85%, Distance Learning Lab 2.88%

Question 16 Section B Transform 2020 Alignment Survey Items: Administrators Survey

I ensure that my school maintains a robust infrastructure for technology including integrated, interoperable technology system to support management, operations, teaching, and learning.

100% Frequently - Average Score 2.0

Question 29 Section D Usage Survey Information: Administrators Survey

Select the Digital Devices/Resources or Infrastructures you use.

Desktop Computer 14.29%, Email 14.29%, Internet 14.29%, ipad 14.29%, Laptop 14.29%, School Network (from home) 14.29%, Smartphone 14.29% - Average score 1.0 and Total of 100%

Area of Need

Question 28 Section D Usage Survey Information: Teacher Survey

Select the Digital Devices/ Resources or Infrastructures you use.

Laptop 4.81%, Online Videos/Podcasts 3.12%, iPad 3.12, Online Assessments (informal) 4.38%, Online Assessments (formal) 3.12%, AVL 4.38%, Technoical Support 1.88%, Digital Games/Interactives 1.25%, Tablet Device 1.25%,Technology Professional Development 1.25%, Interactive Whiteboard 2.5%, Distance Learning Lab 1.25%, Instructional Support Staff 1.25%, Student Learning Programs (Digital) 1.25%, Digital Textbooks 0.62%, Video Conference Software (on digital device) 0.62%, Technology Professional Development: eLearning PD 1.25%

Questions 29

Select the Digital Devices/ Resources or Infrastructures YOUR STUDENT use.

Online Assessments (formal) 4.81%, Digital Games/Interactives 2.88%, School Network (from home) 3.85%,, Tablet Device 2.83%, ALEX 2.36, Student Learning Programs (Digital) 1.92%, Interactive Whiteboard 1.88%, Online Video/Podcast 1.92%, Distance Learning Lab 2.88%, Technology Professional Development 0%, Technology Professional Development: eLearning PD 0%,Technical Support 0%, Digital Textbooks 0%, Instructional Support Staff 0%, Video Conference Software (on Digital Device) 0%,

Question 29 Section D Usage Survey Inforamtion: Administrators Survey

Select the Digital Devices/Resources or Infrastructures you use.

There were no weakness shown.

Data Source: Alabama Technology Transform 2020 Survey: Teacher and Administrators

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.

Area of Strengths

1. Wireless access throughout the school.
2. Colbert Heights High School has two computer labs with internet connections. (Lab #1 has 29 computers and printer, and Lab #2 has 25 computers, printer, and projector with screen).
3. The 11th grade English class has 26 I pads
4. Colbert Heights all teachers have a computer in their classroom. There is other classroom technology inventory that is used at Colbert Heights: Laptops (ACCESS), LCD projectors, document projector, digital camera, scanner, printer, interactive tablets, mobi/clickers, smart boards, interwrite schoolpad, video cameras, and graphing overhead calculator.

5. The Library Media Center has 13 Ncomputing devices which are used by students and teachers. Programs such as Accelerated Reader, Atrium, and Microsoft Office are used on the Ncomputing devices. There is access to the Internet, the library online circulation program, and the school's shared drive.

6. Wireless Lab's were installed in the Business Education Classes. This was funded through Career Technology Funding.

7. Colbert Heights High School has added a new Health Occupation Class. The students will be using 30 new I pads. The funding will be from Career Tech.

8. Falling projectors were replaced with new projectors

Question 21: Section C Supplemental Survey Items (Essential Conditions) Teacher Survey

I have sufficient access to online digital resources (videos/podcasts, lesson plan, games, learning activities, etc.) aligned to the online Alabama Course of Standards. 57.14% answered yes, and 35.71% answered somewhat and 7.14% answered no.

Question 21: Section C Supplemental Survey Items (Essential Conditions) Administrators Survey

I have sufficient access to online digital resources (videos/podcasts, lesson plan, games, learning activities, etc.) aligned to the online Alabama Course of Standards. 100% answered yes

Question 26: Section C Supplemental Survey Items (Essential Conditions) Teacher Survey

I have sufficient digital devices and tools to effectively integrate technology into my teaching. 28.57% answered yes and 50% answered somewhat

Question 26: Section C Supplemental Survey Items (Essential Conditions) Administrators Survey

My teachers have sufficient digital devices and tools to effectively integrate technology into my teaching.
100% was answered

Areas of Needs:

1. Increase in digital technology such as Chromebooks and ACCESS laptops lab
2. Up-to-date audiovisual TV/DVD players in the Library Media Specialist
3. Commerce Information Technology Department needs new software for desktop publishing classes (Adobe software).
4. Need to purchase Digital Textbooks due to the shortage of classroom books for students.

Question 26: Section C Supplemental Survey Items (Essential Conditions) Teacher Survey

I have sufficient digital devices and tools to effectively integrate technology into my teaching. 21.43 answered no

Data source came from Alabama Technology Transform 2020 Survey: Teacher and Administrators

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.

Area of Strengths:

According to Technology Transform 20/20 Survey: Teacher Survey

Question 2 Section B Transform 2020 Alignment Survey items

I engage students in exploring real world issues and solving authentic problems using digital tools and resources based upon the Alabama Courses of Study standards.

28.57% Routinely, 28.57% Frequently, 42.86% Occasionally, 0% Never/Rarely

Question 2 Section B Transform 2020 Alignment Survey Items: Administrators Survey

I engage students in exploring real world issues and solving authentic problems using digital tools and resources based upon the Alabama Courses of Study standards. 100% answered Occasionally

Question 11 Section B Transform 2020 Alignment Survey items: Teacher Survey

I communicate relevant information and ideas to students, parents, and others using a variety of digital tools (website, learning management system, collaboration software, blogs, and etc.).

14.29% Routinely, 35.71% Frequently, 42.88% Occasionally, 7.14% Never/Rarely

Question 11 Section B Transform 2020 Alignment Survey items: Administrators Survey

I communicate relevant information and ideas to students, parents, and others using a variety of digital tools (website, learning management system, collaboration software, blogs, and etc.). 100% answered Occasionally

Question 13 Section B Transform 2020 Alignment Survey items: Teacher Survey

I advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.

42.86% Routinely, 21.43% Frequently, 35.71% Occasionally, 0% Never/Rarely

Question 13 Section B Transform 2020 Alignment Survey items: Administrators Survey

I advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources. 100% answered Frequently

Question 15 Section B Transform 2020 Alignment Survey items: Teacher Survey

I promote and model digital etiquette and responsibility social interactions related to the use of technology and information.

57.14% Routinely, 14.29% Frequently, 28.57% occasionally, 0% Never/Rarely

Question 15 Section B Transform 2020 Alignment Survey items: Administrators Survey

I promote and model digital etiquette and responsibility social interactions related to the use of technology and information. 100% answered Frequently

Technology is used on our classrooms by the students and teachers in the following ways:

Internet:

ALEX, AVL (Alabama Virtual Library), Discovery Education, GradPoint, Online Yearbook Design, Various Search Engines, Study, Audible.com, Artium, INow, Performance Series Testing, Edmentum Plato

Programs/Software:

Microsoft Office 2010, and 2013, Business Career Technology Class Microsoft Office 2013.

Data sources came from Technology Plan : Technology Transform 20/20 Survey

Area of Needs:

According to the Technology Transform20/20 Survey:

Question 4 Section B Transform 2020 Alignment Survey items: Teacher Survey

I model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to face and virtual environments.

21.43% Routinely, 14.29% Frequently, 50% Occasionally, 14.29% Never/Rarely

Question 6 Section B Transform 2020 Alignment Survey items: Teacher Survey

I plan instructional using the National Education Technology Standards (NET-Students) to ensure my students have the knowledge, skills, and attitudes necessary for school (PK-21) and careers.

28.57% Routinely, 21.43% Frequently, 35.71% Occasionally, 14.29 % Never/Rarely

Data Source: Section B Technology Transform 20/20 Survey: Teachers and Administrators

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.

Area of Strengths:

According to Technology Transform 20/20 Survey:

Question 23 Section C Supplemental Survey items (Essential Conditions): Teachers Survey

I am able to attend a sufficient number of professional learning sessions to help me successfully integrate technology and digital resources into my classroom. 50% answered yes, 42.86% answered somewhat, 7.14% answered no.

Areas of Needs:

Question 23 Section C Supplemental Survey items (Essential Conditions): Administrators Survey

I am able to attend a sufficient number of professional learning sessions to help me successfully integrate technology and digital resources into my classroom. 100% answered somewhat and 0% answered yes

Question 28 Section D Usage Survey information: Teacher Survey

Select the Digital Devices/Resources or Infrastructures you use:

Technology Professional Development - 1.25%, Technology Professional Development eLearning PD - 1.25%

Data Source: Technology Transform 20/20 Survey; Teacher and Administrators

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.

Strength:

Area of Strengths:

According to Technology Transform 20/20 Survey:

Question 9 Section B Transform 2020 Alignment Survey Items: Teacher Survey

I demonstrate fluency in technology use and transferring that knowledge to new technologies and situations.

35.71% Routinely, 28.57% Frequently, 35.71% Occasionally, 0% Never/Rarely

Question 13 Section B Transform 2020 Alignment Survey Items: Teacher Survey

I advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.

42.86% Routinely, 21.43% Frequently, 35.71% Occasionally, 0% Never/Rarely

Data Source: Technology Transform 20/20 Survey; Teacher and Administrators

Colbert Heights High School teachers use technology to teach in various ways. * All teachers have a computer in their classroom. *There is other classroom technology that is used at Colbert Heights: Laptops (ACCESS, Dual-Enrollment and Edmentum), LCD projectors, document projector, digital camera, scanner, printer, interactive tablets, mobi/clickers, smart boards, interwrite school pad, video cameras, Ipads and graphing overhead calculator. *

Area of Need

According to Technology Transform 20/20 Survey:

Question 17 Section B Transform 2020 Alignment Survey Items: Teacher Survey

I participate in local and global learning communities to explore creative applications of technology to improve student learning.
21.43% Routinely, 21.43% Frequently, 35.71% Occasionally, 21.43% Never/Rarely

Data Source: Technology Transform 20/20 Survey: Teacher and Administrators

The technology need associated with teachers usage is the lack of Chromebooks or digital technology available. Lack of Funding is a major issue to purchase new technology.

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 Strength:

According to Technology Transform 20/20 Survey:

Question 4 Section B Transform 2020 Alignment Survey Items: Teacher Survey

I model collaborative knowledge construction by engaging in learning with students, colleagues, and other in face-to-face and virtual environments.
21.43% Routinely, 14.29% Frequently, 50% Occasionally, 14.29% Never/Rarely

Question 11 Section B Transform 2020 Alignment Survey Items: Teacher Survey

I communicate relevant information and ideas to students, parents, and other using a variety of digital tools (website, learning management system, collaboration software, blogs, etc.)
14.29% Routinely, 35.71% Frequently, 42.86% Occasionally, 7.14% Never/Rarely

Areas of Needs:

Question 10

I model collaboration by engaging and others in online and face-to-face environments using digital devices and resources to support my students' success and innovation.

28.57% Routinely, 21.43% Frequently, 42.86% Occasionally, 7.14% Never/Rarely

Data Source: Technology Transform 20/20 Survey Section B

The technology teachers use to increase productivity is: ALEX, AVL (Alabama Virtual Library), Discovery Education, Online Yearbook Design, Various Search Engines, Audible.com, Artium, INow, ACCESS, and Edmetum

Programs/Software:

Microsoft Office

Data sources came from , Technology Transform 20/20 survey, ACIP

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.

According to Technology Transform 20/20 Survey:

Area of Strength

1. Question 24

My principal supports and promotes integrating digital resources and tools in my classroom.

78.57% Yes, 21.43% No, 0 % Somewhat

Data Source: Technology Transform 20/20 Survey Section C : Teacher Survey

2. Colbert Heights High School administrators use technology to increased productivity by using: (computer)

* INOW, * Alabama Dept. of Education website, * ACCESS, * Edemtum,* District and School Website, and *Global Scholar Performance Series website.

Data Source: Technology Transform 20/20 Survey, and ACIP

Areas of Needs

1. School wide survey agreed there is not a sufficient digital devices and tools to effectively integrate technology into teaching.

2. Question 19 Section B

I 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.

21.43% Routinely, 28.57% Frequently, 35.71% Occasionally, 0% Never/Rarely

Data Source: Technology Transform 20/20 Survey: Teacher Survey

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.

N/A

DRAFT

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

Name Kind of Delivery Method Date Time Who will Attend? Who will Present?

1. Global Data Computer Training - Face-to-Face- Awareness - 9/9/15 Teachers
2. Subject Area Meetings - Face-to Face - Awareness - 8/4/15 - Math, ELA, Science, History Teachers
3. Lead Teacher Training - Face-to Face- Basic Training - 8/3/15 - Lead Teachers
4. Institute PD Safety Training - Face-to-Face - Basic Training - 8/3/15 - All Teachers and Administrators
- 5.A+ College Ready Advanced Placement Training - Face-to-Face - Basic Training - 36 hrs. - 7/13,7/14,7/15/7/16 - AP Teachers
6. Advanced Placement Workshop - Face-to-Face -Leadership - 30 hours, 6/22,6/23,6/24,6/25 - AP Teachers
7. Teaching Career Preparedness Part I and Part II, Face-to-Face - Awareness, 12 hours, 6/17,6/18 - Career Tech. Teacher
8. Foundations of Personal Finance, Face-to-Face - Basic Training, 6 hours, 6/16/15 - Career Teacher
9. School Safety Planning Regional Training - Face-to-Face- Basic Training - 3hours, 4/22/15 - Teachers
10. College and Career Ready Standards Implementation Math & ELA 2014-2015 Session 3, Face -to-Face - Basic Training- 2/10/15 - Math and English Teachers, Administrators

Data Source: STI Professional

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:

2% of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth 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 demonstrate a behavior Students understand human, cultural, society issues, and persona responsibilities related to technology, and practice legal and ethical behavior in and out of the classroom. in Reading by 05/29/2014 as measured by Implementation of Course of Study- Lesson Plans, Classroom/student observations, and student portfolios.

Strategy1:

Technology Action Plan - Promote the teaching of the legal and ethical uses of technology. * Provide digital resources to teachers that explain the legal and ethical use of technology including the dangers of cyber bullying, the cost of copyright pivracy and plagiarism, and how to protect one's privacy. .

Category:

Research Cited: Transform 20/20 Survey, and Alabama Course of Study

Activity - Technology Behavior	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development opportunities for teachers to effectively integrate to technology daily curriculum by using Techology in Motion to provide the trainng	Technology	08/04/2014	05/22/2015	\$0 - No Funding Required	Brudgie Davis - Prinicpal

Measurable Objective 2:

A 2% increase of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth 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 demonstrate a proficiency To increase student performance index for all group and subgroups in Reading by 2% in 2015/1016 in Reading by 05/27/2016 as measured by AYP Accountability Report.

Strategy1:

Reading Improvement - To increase student performance index for all group and subgroups in Reading by 2% by improve reading skills through strategic teaching and engaging learning activities.

ACTION STEP:

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- 8th Grade Reading EXPLORE Test to – Distinguish among subcategories of poetry based on their characteristics. *Students will be exposed to more examples of poetry this year. *Students will review and discuss examples of haiku, ballads, lyric poems and limericks. *Students will be able to identify rhythm and rhyme scheme in poetry. *Identify struggling reading in 7th through 10th grades for intervention through Performance Series test that is given twice a year. *Schedule struggling readers throughout the academic year to reading elective using River Deep, Study Island and ACCESS, *Use the methodology of read to write and write to read * Utilize strategies to activate prior knowledge as precursor to reading strategies within instruction *From August 2014 to May 2015, provide remediation classes and/or tutoring for students on the ACT Test in the 11th grade.

Category:

Research Cited: STAR Reading Assessment, Global Scholars Performance Series, Study Island Assessment and Lesson Progression, River Deep Reading Assessment Tests, ACT Scores, Study Island, EXPLORE Test, PLAN Test, End of Year Progress, measurable improvement for identified struggling readers, teachers will monitor progress each nine weeks, and teacher's observation and documentation of implemented activities.

-Interventions:

-*Struggling readers not showing sufficient success will be referred to the following intervention strategies * RTI referral by teachers *Student academic contracts through At-Risk program by classroom teachers *Teachers to schedule for remedial reading

Activity - Reading Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Resources: Study Island provided by the Colbert County Board of Education * NovaNet provided by the Colbert County Board of Education * Funding for classroom reading comprehension materials and tutoring supplementing 7th-12th grade language arts/reading programs (\$1000.00 Partner in Education Fund) * Continue use of general education teachers, special education teachers, librarians, para-educators, tht volunteer * Remediation programs such as USA Test Pre (\$1300.00 subscription per year) *River Deep provided by the Colbert County Board of Education.	Academic Support Program	08/04/2014	05/22/2015	\$2300 - General Fund	Brudgie Davis - Principial

Goal 2:

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

Measurable Objective 1:

A 2% increase of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth 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 demonstrate a proficiency Increase student performance index for all groups and subgroups in Math (AHSGE) by 2% in 2013/2014. in Mathematics by 05/29/2014 as measured by Alabama Course of Study, AHSGE Math Test Objectives, Global Scholar Performance Series, Riverdeep, Study Island, Educate Alabama Report, ALEX, and Transform 20/20 Survey..

Strategy1:

Promote and demonstrate the effective use of technology - Teachers continuously improve their professional practice, model lifelong

learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital content, technology tools, and resources. * The school website and along with other resources can provide a portal of best practice lessons, web resources and experiences that provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using technology. * Provided professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. * Work to provide support and fund instructional technology integration at the school level to increase teacher technology integration effectiveness and better prepare students to be college and career ready.

Category:

Research Cited: The research used to support this strategy is: * Educate Alabama Summary, *Lessons Plans, * Alabama Course of Study, * Principal/Teacher technology survey, and Transform 20/20 survey

Activity - Promote Effective use of Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase in teachers promoting and demonstrating the effective use of technology by implementation of Alabama course of standards, and transform 20/20 survey.	Technology	08/04/2014	05/22/2015	\$0 - No Funding Required	James "Brudgie" Davis - Principal

Measurable Objective 2:

A 2% increase of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth 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 demonstrate a proficiency Improve math instruction for all students by incorporating remediation strategies using technology in math courses. in Mathematics by 05/29/2014 as measured by AYP Accountability Report, Alabama Course of Study and Transform 20/20 Survey.

Strategy1:

Mathematics - Technology - Improve math instruction for all students by incorporating remediation strategies using technology in math courses. Action Step: The following are to be incorporated throughout the year as needed. *Implementation of remediation worksheets in core math classes. * Collaboration within the math department to develop a more unified remediation strategy * Incorporate teaching strategies across the curriculum to reinforce math content standards * Implementation of NovaNet in TA classes *Use tutors and usatesprep.com for remediation for AHSGE *Teachers will allow students to utilize calculators that are the same type used for the AHSGE at various times throughout the year. *Teachers will format rest items to correlate with the AHSGE * Teachers incorporate differentiated instructional strategies * Dedicating class time to utilized usatestpre.com in computer lab Intervention: The following will take place as needed throughout the school year on campus: * At- risk students will be placed in remediation courses * Additional tutoring services offered upon the need and request of the student through either NovaNet, credit recovery, etc. *Special populations will receive services in their transition class when needed. * Re-teaching of non-mastered standard *Parental conferences as necessary

Category:

Research Cited: Alabama Course of Study, Transform 20/20 Survey, AHSGE Math Report, and AYP Accountability Report *Teacher-made tests and practice tests will show an increase of 5% at each review * Teachers will monitor student progress each six weeks grading period * AHSGE Practice Tests (Mid-Term) reviewed at the end of each semester * Basic Achievement Skills Inventory – NovaNet (remediation students only) * All students are given the opportunity to participate in tutoring programs if falling below standards on report cards * Math activities will be documented on teacher lesson plans

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Activity - Math Improvement Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Funding for classroom math remediation materials and tutoring supplementing 7th-12th grade math programs (\$1000.00 Partner in Education funds) * Continue use of general education teachers, special education teachers, librarian, pare-educators, that volunteer (\$0.00) * Remediation programs such as USA TestPrep (\$1300.00 subscription per year) * Credit Recovery provided by the Colbert County Board of Education * NovaNet provided by the Colbert County Board of Education, Riverdeep provided by the Colbert County Board of Education * Use of Study island instruction and assessment materials (\$2500.00) *AHSGE Item Specifications (all teachers) * AHSGE Practice and Sample Test Workbook (Glencoe) * Teacher-made test	Technology	08/04/2014	05/22/2015	\$4800 - General Fund	James "Brudgie" Davis – Principal

Strategy2:

Tutoring Sessions - The math teachers will set up a schedule to allow students to get extra help with tutoring sessions either before or after school two days a week. All students will be encouraged to use this opportunity to better themselves. Phone calls will be made to the parents/guardians of students who need extra help to reach a successful standard in mathematics.

Category:

Research Cited: Math Teachers and Administration

Activity - Tutoting Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The math department will offer tutoring sessions to ensure that all students are able to reach the Math standards given by the State given by the State of Alabama.	Tutoring	08/07/2015	05/27/2016	\$0 - No Funding Required	Math Teachers and Administration

Goal 3:

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

Measurable Objective 1:

A 2% increase of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth 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 Work the district technology department to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, and online assessments in Career & Technical by 05/22/2015 as measured by Transform 20/20 Survey Results, Documented interviews with teachers, students, and administrators, Inventory Report, and Bandwidth Traffic Reports.

Strategy1:

Technology Initiatives will help support the goals and objectives - * Provide a portal of best practice lessons, Web resource, and experiences that provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and process using technology. * Research, develop, and implement tools to measure infrastructure. * Collect, analyze, and report aggregate infrastructure data for school, district, state report card, and the state board of education, Develop a webinar series and

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Colbert Heights High School

guidance documents to support Web based College and Career Ready Standards and resources, online assessments, the conversion from print to digital content, mobile learning, and district-owned devices, customized learning, and all administrative and support services.* Support ACCESS

Category:

Research Cited: Transform 20/20 Plan, Transform 20.20 Surveys, Bandwidth Traffic Data, Network Activity Logs, Transform 20/20 Inventory and interviews with teachers, students, and administrators

Activity - Internet Access	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data.	Technology	08/04/2014	05/29/2015	\$0 - General Fund	James "Brudgie" Davis - Principal

Measurable Objective 2:

A 2% increase of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth 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 Provide Internet security tools to enable teachers, administrators, and students to access digital content safely, including managed firewall, SPAM, and Virus Protection, and email/web-hosting services. in Career & Technical by 05/29/2014 as measured by District and School Website, Transform 20/20 surveys, District Capital Plan Report, Digital Readiness Results, Inventory Report, Documented interviews with teachers, students, and administrators, and Compliance Report.

Strategy1:

Network Security - *Provide the parents with the district-wide Internet Acceptable Use Policy that is designed to provide guidelines for using Internet in the classroom, school media center, and computer labs for the school year. * Ensure that every student, teacher, and administrator has 24/7 access to an Internet Connected Device with viable access points by using the district and school website. *Collect, analyze, and report aggregate infrastructure data for schools, districts, state report card, and the state board of education. * Continue to support access through Alabama Supercomputer, and offer free non -E-Rate eligible services upon District request to ASC for the following: - Base Level Firewall service, - Base Level Spam & Virus Protection, - Statewide Level Content Filtering * Work to provide services at no cost to the district, (non-E-Rate eligible services, base lever Internet Services, connectivity, speed, email, and webhosting.

Category:

Research Cited: District-wide Internet Acceptable Use Policy, District -wide Media Release Form, Transform 20/20 Surveys, Transform 20/20 Inventory, Bandwidth Traffic Data, and Network Activity Logs

Activity - Network Security	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide Internet security tools to enable teachers, administrators, and students to access digital content safely, including managed firewall, SPAM, and Virus Protection, and email/web-hosting services.	Technology	08/04/2014	05/29/2015	\$0 - General Fund	James "Brudgie" Davis – Principal Louis Delbert - System Technology Coordinator

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

Goal 1:

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

Measurable Objective 1:

A 2% increase of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth 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 demonstrate a proficiency Increase student performance index for all groups and subgroups in Math (AHSGE) by 2% in 2013/2014. in Mathematics by 05/29/2014 as measured by Alabama Course of Study, AHSGE Math Test Objectives, Global Scholar Performance Series, Riverdeep, Study Island, Educate Alabama Report, ALEX, and Transform 20/20 Survey..

Strategy1:

Promote and demonstrate the effective use of technology - Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital content, technology tools, and resources. * The school website and along with other resources can provide a portal of best practice lessons, web resources and experiences that provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using technology. * Provided professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. * Work to provide support and fund instructional technology integration at the school level to increase teacher technology integration effectiveness and better prepare students to be college and career ready.

Category:

Research Cited: The research used to support this strategy is: * Educate Alabama Summary, *Lessons Plans, * Alabama Course of Study, * Principal/Teacher technology survey, and Transform 20/20 survey

Activity - Promote Effective use of Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase in teachers promoting and demonstrating the effective use of technology by implementation of Alabama course of standards, and transform 20/20 survey.	Technology	08/04/2014	05/22/2015	\$0 - No Funding Required	James "Brudgie" Davis - Principal

Goal 2:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

2% of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth 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 demonstrate a behavior Students understand human, cultural, society issues, and persona responsibilities related to technology, and practice legal and ethical behavior in and out of the classroom. in Reading by 05/29/2014 as measured by Implementation of Course of Study- Lesson Plans, Classroom/student observations, and student portfolios.

Strategy1:

Technology Action Plan - Promote the teaching of the legal and ethical uses of technology. * Provide digital resources to teachers that explain the legal and ethical use of technology including the dangers of cyber bullying, the cost of copyright pivity and plagiarism, and how to protect one's privacy. .

Category:

Research Cited: Transform 20/20 Survey, and Alabama Course of Study

Activity - Technology Behavior	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development opportunities for teachers to effectively integrate to technology daily curriculum by using Techology in Motion to provide the trainng	Technology	08/04/2014	05/22/2015	\$0 - No Funding Required	Brudgie Davis - Prinicpal

Measurable Objective 2:

A 2% increase of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth 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 demonstrate a proficiency To increase student performance index for all group and subgroups in Reading by 2% in 2015/1016 in Reading by 05/27/2016 as measured by AYP Accountability Report.

Strategy1:

Reading Improvement - To increase student performance index for all group and subgroups in Reading by 2% by improve reading skills through strategic teaching and engaging learning activities.

ACTION STEP:

- 8th Grade Reading EXPLORE Test to – Distinguish among subcategories of poetry based on their characteristics. *Students will be exposed to more examples of poetry this year. *Students will review and discuss examples of haiku, ballads, lyric poems and limericks. *Students will be able to identify rhythm and rhyme scheme in poetry. *Identify struggling reading in 7th through 10th grades for intervention through Performance Series test that is given twice a year. *Schedule struggling readers throughout the academic year to reading elective using River Deep, Study Island and ACCESS, *Use the methodology of read to write and write to read * Utilize strategies to activate prior knowledge as precursor to reading strategies within instruction *From August 2014 to May 2015, provide remediation classes and/or tutoring for students on the ACT Test in the 11th grade.

Category:

Research Cited: STAR Reading Assessment, Global Scholars Performance Series, Study Island Assessment and Lesson Progression, River Deep Reading Assessment Tests, ACT Scores, Study Island, EXPLORE Test, PLAN Test, End of Year Progress, measurable improvement for identified struggling readers, teachers will monitor progress each nine weeks, and teacher's observation and documentation of implemented activities.

-Interventions:

-*Struggling readers not showing sufficient success will be referred to the following intervention strategies * RTI referral by teachers *Student academic contracts through At-Risk program by classroom teachers *Teachers to schedule for remedial reading

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Activity - Reading Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Resources: Study Island provided by the Colbert County Board of Education * NovaNet provided by the Colbert County Board of Education * Funding for classroom reading comprehension materials and tutoring supplementing 7th-12th grade language arts/reading programs (\$1000.00 Partner in Education Fund) * Continue use of general education teachers, special education teachers, librarians, para-educators, tht volunteer * Remediation programs such as USA Test Pre (\$1300.00 subscription per year) *River Deep provided by the Colbert County Board of Education.	Academic Support Program	08/04/2014	05/22/2015	\$2300 - General Fund	Brudgie Davis - Principal

Goal 3:

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

Measurable Objective 1:

demonstrate a proficiency faculty members incorpoate the use of variety of technology tools and digital resources into instruction. by 05/27/2016 as measured by staff surveys or reports that show that Professional Learning in the area of technology is being effectively used.

Strategy1:

Use of Technology - Provide digital resources for faculty to use. Provide professional learning for the faculty for integrating the use of technology.

Category:

Research Cited: Technology 2020 surveys

Activity - Technology and Digital Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty members incorporate the use of a variety of technology tools and digital resources into instruction.	Technology	08/07/2015	05/27/2016	\$0 - No Funding Required	Teachers and Administrators

Measurable Objective 2:

demonstrate a proficiency teachers/faculty members and leaders will be prepared to use and help students use digital resources and technology tools in order to provide quality, engaging learning experiences that best prepare students with the skills, knowledge to be successful by 05/27/2016 as measured by final producta/performance that demonstrate mastery of State Course of Study standards and Educate Alabama Report.

Strategy1:

Technology and Digital Resources - Work to provide support and fund instructional technology integration specialists/technology coaches at the school level to increase teacher technology integration effectiveness and better prepare students to be college- and career - ready.

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Provide free tools for principals to use to note observations of digital learning experiences in the classroom.

Category:

Research Cited: Technology 2020 surveys, and Educate Alabama

Activity - Prepare and Support Teachers and Leaders to Graduate College- and Career- Ready Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers use technology and digital resources to provide standards based instruction and authentic learning activities in all content areas.	Technology	08/07/2015	05/27/2016	\$0 - No Funding Required	teachers and administrators

Goal 4:

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

Measurable Objective 1:

collaborate to provide Internet security tools to enable teachers, administrators, and students to access digital content safely, including managed firewall, SPAM, and Virus Protection, and email/web-hosting services. by 05/27/2016 as measured by technology 2020 surveys. bandwidth traffic report, compliance review report and internet security tools .

Strategy1:

Network Security - Continue to support access through Alabama Supercomputer, and offer free non -E-rate eligible services upon District request to ASC for the following:

- Base Level Managed Firewall service, - Base Level SPAM & Virus protection, - Statewide Level Content Filtering. Work to provide services at no cost to the district, i.e. non-E-Rate eligible services, based level Internet Services, connectivity, speed, email, web hosting, and etc.

Category:

Research Cited: Technology 2020 surveys, Compliance Monitoring Documents, Bandwidth Traffic Data, and Network Activity Log

Activity - Network Security	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide Internet Security tools to enable teachers, administrators, and students to access digital content safely.	Technology	08/07/2015	05/27/2016	\$0 - No Funding Required	Technology Coordinator

Measurable Objective 2:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data by 05/27/2016 as measured by bandwidth traffic reports, transform technology 2020 surveys, and compliance review report.

Strategy1:

Internet Access - Research, develop, and implement tools to measure infrastructure. Collect, analyze, and report aggregate infrastructure data for schools, districts, state report card, and the state board of education.

Category:

Research Cited: Technology 2020 surveys, network activity log, and bandwidth traffic data

Activity - Internet Access	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity.	Technology	08/07/2015	05/27/2016	\$0 - No Funding Required	Technology Coordinator, Teachers and Administrators

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:

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

Measurable Objective 1:

A 2% increase of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth 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 demonstrate a proficiency Increase student performance index for all groups and subgroups in Math (AHSGE) by 2% in 2013/2014. in Mathematics by 05/29/2014 as measured by Alabama Course of Study, AHSGE Math Test Objectives, Global Scholar Performance Series, Riverdeep, Study Island, Educate Alabama Report, ALEX, and Transform 20/20 Survey..

Strategy1:

Promote and demonstrate the effective use of technology - Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital content, technology tools, and resources. * The school website and along with other resources can provide a portal of best practice lessons, web resources and experiences that provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using technology. * Provided professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. * Work to provide support and fund instructional technology integration at the school level to increase teacher technology integration effectiveness and better prepare students to be college and career ready.

Category:

Research Cited: The research used to support this strategy is: * Educate Alabama Summary, *Lessons Plans, * Alabama Course of Study, * Principal/Teacher technology survey, and Transform 20/20 survey

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Activity - Promote Effective use of Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase in teachers promoting and demonstrating the effective use of technology by implementation of Alabama course of standards, and transform 20/20 survey.	Technology	08/04/2014	05/22/2015	\$0 - No Funding Required	James "Brudgie" Davis - Principal

Goal 2:

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

Measurable Objective 1:

A 2% increase of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth 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 Work the district technology department to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, and online assessments in Career & Technical by 05/22/2015 as measured by Transform 20/20 Survey Results, Documented interviews with teachers, students, and administrators, Inventory Report, and Bandwidth Traffic Reports.

Strategy1:

Technology Initiatives will help support the goals and objectives - * Provide a portal of best practice lessons, Web resource, and experiences that provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and process using technology. * Research, develop, and implement tools to measure infrastructure. * Collect, analyze, and report aggregate infrastructure data for school, district, state report card, and the state board of education, Develop a webinar series and guidance documents to support Web based College and Career Ready Standards and resources, online assessments, the conversion from print to digital content, mobile learning, and district-owed devices, customized learning, and all administrative and support services.* Support ACCESS

Category:

Research Cited: Transform 20/20 Plan, Transform 20.20 Surveys, Bandwidth Traffic Data, Network Activity Logs, Transform 20/20 Inventory and interviews with teachers, students, and administrators

Activity - Internet Access	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data.	Technology	08/04/2014	05/29/2015	\$0 - General Fund	James "Brudgie" Davis - Principal

Goal 3:

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

Measurable Objective 1:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data by 05/27/2016 as measured by bandwidth traffic reports,

transform technology 2020 surveys, and compliance review report.

Strategy1:

Internet Access - Research, develop, and implement tools to measure infrastructure. Collect, analyze, and report aggregate infrastructure data for schools, districts, state report card, and the state board of education.

Category:

Research Cited: Technology 2020 surveys, network activity log, and bandwidth traffic data

Activity - Internet Access	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity.	Technology	08/07/2015	05/27/2016	\$0 - No Funding Required	Technology Coordinator, Teachers and Administrators

Measurable Objective 2:

collaborate to provide Internet security tools to enable teachers, administrators, and students to access digital content safely, including managed firewall, SPAM, and Virus Protection, and email/web-hosting services. by 05/27/2016 as measured by technology 2020 surveys. bandwidth traffic report, compliance review report and internet security tools .

Strategy1:

Network Security - Continue to support access through Alabama Supercomputer, and offer free non -E-rate eligible services upon District request to ASC for the following:

- Base Level Managed Firewall service, - Base Level SPAM & Virus protection, - Statewide Level Content Filtering. Work to provide services at no cost to the district, i.e. non-E-Rate eligible services, based level Internet Services, connectivity, speed, email, web hosting, and etc.

Category:

Research Cited: Technology 2020 surveys, Compliance Monitoring Documents, Bandwidth Traffic Data, and Network Activity Log

Activity - Network Security	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide Internet Security tools to enable teachers, administrators, and students to access digital content safely.	Technology	08/07/2015	05/27/2016	\$0 - No Funding Required	Technology Coordinator

2016 - 2017 Alabama Technology Plan: Transform 2020

DRAFT

Overview

Plan Name

2016 - 2017 Alabama Technology Plan: Transform 2020

Plan Description

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	Engage and Empower the Learner Through Technology 2015-21016	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$0
2	Prepare and Support Teachers and Leaders to Graduate College- and Career- Ready Students	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$0
3	All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$0

Goal 1: Engage and Empower the Learner Through Technology 2015-21016

Measurable Objective 1:

demonstrate a proficiency All Learners will have effective, engaging, challenging, and empowering learning experiences both in and out of school that prepare them to be active, creative, knowledgeable, and ethical participants in our globally networked society. by 05/27/2016 as measured by students demonstrate creative and critical thinking expertise and effective collaborative communication skills by developing innovative products and processes using technology in a variety of learning environments..

Strategy 1:

Engage and Empower the Learner Through Technology - Provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge and development innovative products and processes using technology.

Category:

Research Cited: Technology 2020 Surveys, and Alabama Courses of Study

Activity - Professional Decelopment in Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide, support, and funds instructional technology integration specialists/technology to increase teacher technology integration effectiveness and better prepare students to be college-and-carer-ready.	Technology	08/07/2015	05/27/2016	\$0	No Funding Required	Teachers and Administrators

Measurable Objective 2:

demonstrate a proficiency students use critical thinking skills to plan and conduct research, prepare reports, complete assignments and projects, solve problems, and make informed decisions individually and collaboratively using appropriate digital tools and resources. by 05/27/2016 as measured by final products/performance that demonstrate mastery of State Course of Study standards.

Strategy 1:

Provide Professional Development - Provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate critical thinking, research, and problem-solving skills using technology.

Category:

Research Cited: Technology 2020 Surveys, and Alabama Course of Study

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
provide professional development opportunities for teachers to effectively integrate technology into the daily curriculum.	Professional Learning	08/07/2015	05/27/2016	\$0	No Funding Required	Teachers and Administrators

Goal 2: Prepare and Support Teachers and Leaders to Graduate College- and Career- Ready Students

Measurable Objective 1:

demonstrate a proficiency teachers/faculty members and leaders will be prepared to use and help students use digital resources and technology tools in order to provide quality, engaging learning experiences that best prepare students with the skills, knowledge to be successful by 05/27/2016 as measured by final producta/performance that demonstrate mastery of State Course of Study standards and Educate Alabama Report.

Strategy 1:

Technology and Digital Resources - Work to provide support and fund instructional technology integration specialists/technology coaches at the school level to increase teacher technology integration effectiveness and better prepare students to be college- and career - ready. Provide free tools for principals to use to note observations of digital learning experiences in the classroom.

Category:

Research Cited: Technology 2020 surveys, and Educate Alabama

Activity - Prepare and Support Teachers and Leaders to Graduate College- and Career- Ready Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers use technology and digital resources to provide standards based instruction and authentic learning activities in all content areas.	Technology	08/07/2015	05/27/2016	\$0	No Funding Required	teachers and administrators

Measurable Objective 2:

demonstrate a proficiency faculty members incorporate the use of variety of technology tools and digital resources into instruction. by 05/27/2016 as measured by staff surveys or reports that show that Professional Learning in the area of technology is being effectively used.

Strategy 1:

Use of Technology - Provide digital resources for faculty to use. Provide professional learning for the faculty for integrating the use of technology.

Category:

Research Cited: Technology 2020 surveys

Activity - Technology and Digital Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty members incorporate the use of a variety of technology tools and digital resources into instruction.	Technology	08/07/2015	05/27/2016	\$0	No Funding Required	Teachers and Administrators

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

Measurable Objective 1:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data by 05/27/2016 as measured by bandwidth traffic reports, transform technology 2020 surveys, and compliance review report.

Strategy 1:

Internet Access - Research, develop, and implement tools to measure infrastructure. Collect, analyze, and report aggregate infrastructure data for schools, districts, state report card, and the state board of education.

Category:

Research Cited: Technology 2020 surveys, network activity log, and bandwidth traffic data

Activity - Internet Access	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity.	Technology	08/07/2015	05/27/2016	\$0	No Funding Required	Technology Coordinator, Teachers and Administrators

Measurable Objective 2:

collaborate to provide Internet security tools to enable teachers, administrators, and students to access digital content safely, including managed firewall, SPAM, and Virus Protection, and email/web-hosting services. by 05/27/2016 as measured by technology 2020 surveys. bandwidth traffic report, compliance review report and internet security tools .

Strategy 1:

Network Security - Continue to support access through Alabama Supercomputer, and offer free non -E-rate eligible services upon District request to ASC for the following:

- Base Level Managed Firewall service, - Base Level SPAM & Virus protection, - Statewide Level Content Filtering. Work to provide services at no cost to the district, i.e. non-E-Rate eligible services, based level Internet Services, connectivity, speed, email, web hosting, and etc.

Category:

Research Cited: Technology 2020 surveys, Compliance Monitoring Documents, Bandwidth Traffic Data, and Network Activity Log

Activity - Network Security	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide Internet Security tools to enable teachers, administrators, and students to access digital content safely.	Technology	08/07/2015	05/27/2016	\$0	No Funding Required	Technology Coordinator

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
Prepare and Support Teachers and Leaders to Graduate College- and Career- Ready Students	Teachers use technology and digital resources to provide standards based instruction and authentic learning activities in all content areas.	Technology	08/07/2015	05/27/2016	\$0	teachers and administrators
Technology and Digital Resources	Faculty members incorporate the use of a variety of technology tools and digital resources into instruction.	Technology	08/07/2015	05/27/2016	\$0	Teachers and Administrators
Internet Access	Ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity.	Technology	08/07/2015	05/27/2016	\$0	Technology Coordinator, Teachers and Administrators
Network Security	Provide Internet Security tools to enable teachers, administrators, and students to access digital content safely.	Technology	08/07/2015	05/27/2016	\$0	Technology Coordinator
Professional Development in Technology	Provide, support, and funds instructional technology integration specialists/technology to increase teacher technology integration effectiveness and better prepare students to be college-and-career-ready.	Technology	08/07/2015	05/27/2016	\$0	Teachers and Administrators
Professional Development	provide professional development opportunities for teachers to effectively integrate technology into the daily curriculum.	Professional Learning	08/07/2015	05/27/2016	\$0	Teachers and Administrators
Total					\$0	