



Alabama Technology Plan: Transform 2020

Berry Elementary School

Fayette County Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

Introduction

Our school's mission is to learn leadership, the common core, and relationships for life.

Learning about leadership is the guiding principle of Berry Elementary. We feel strongly about helping to build leaders that have the ability to succeed in whatever endeavor they undertake. Winning is not always the measure of success. Our students understand the "Win, win" philosophy and use it in their daily life. The common core keeps us focused on learning appropriate content and preparing our students to graduate. Last but not just as importantly, setting examples for our students of meaningful and lasting relationships will go with them throughout their lifetime.

Description of the School

Berry Elementary School is a PreK-6 Title I school in Fayette County. It is located in rural Berry, Alabama, a small town situated 20 miles from the county seat. Students come from several small communities which are similar in economic status and diversity while most live in the outlying areas in the county. Our student population is made of 91% Caucasian and 9% African American or other. Sixty-three percent of BES students are eligible for free or reduced lunches. The Special Education students which are 9% of our population are served by two resource teachers and a paraprofessional. One hundred percent of the teachers are highly qualified and 80% have a masters level or a specialty degree. Berry Elementary School takes pride in being a Leader in Me School. A dedicated team of lead teachers meets weekly to plan and revise leadership strategies. Monthly leadership assemblies are held to recognize outstanding student leaders. Difficult economic times have hit the area resulting in buy-out and closing of a local mine. Over the past five years, enrollment has dropped by 15%. The most common reason stated when students are transferred is there are no jobs in the area.

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.

School's Purpose

Since becoming a leadership school and incorporating the 7 Habits of Highly Effective Students into our school day, the climate of the school has increasingly moved towards a positive oriented environment where students are encouraged to pursue leadership roles. While adopting our own unique mission stated in the introduction, we embrace the district mission of providing a safe, disciplined learning environment that empowers all students to develop their full potential. We strongly agree with and uphold the district's belief statement: "In a consistently safe and healthy environment, all students can become responsible, respectful, and resourceful. We believe students learn best when actively engaged in the learning process. Education is a collaborative partnership involving school, family, and community." At Berry Elementary School, we strive to build lasting relationships among students and staff that encourage open discussion and provide activities that develop our students' strengths. Much time is allotted for collaborative planning and resources are used wisely to impact student and teacher learning.

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.

Berry Elementary is proud of its achievements in the last three years. First, the school became a Leader in Me School. Teachers and staff took part in a book study entitled, "The Leader in Me." They were trained in the 7 Habits of Highly Effective People and attended a Vision Day. Leadership assemblies are held each month to celebrate leadership accomplishments. A Leadership Day is held annually and visitors attend to see the student led tours, performances, data notebooks, and achievements. Our goal is to become a Lighthouse School. Another notable achievement is our after-school program. We are in our sixth year of holding a 21st Century extended day program called YACHT, Young Achievers building Character, Habits and Traits. In our school of 299 students, 91 are enrolled in YACHT. The program consists of three sections daily which include tutoring/homework help, enrichment, and recreation. The staff is highly motivated to offer additional assistance to those participating. Since many opportunities are not available to children in our rural area, YACHT has as one of its goals to provide as many activities and field trips as possible to enrich the lives of our pupils.

A third achievement is in the area of reading. The performance trend over a three year span shows growth from 85% proficiency in reading to 94 %, a gain of 9% for this group of students. Some things that the leadership team attributes to the growth in our students are: reading walkthroughs including the principal, instructional coach and the assistant principal; regular data meetings involving the teachers with concentration on identifying key students who need Tier II and Tier III intervention; emphasis on reaching 85% of our students during whole group; daily fluency practice; rigorous RTI (Response to Instruction); protected reading blocks; regular grade level meetings during a common planning time; and effective professional development including turn-around-trainings.

There are three areas of improvement that will be the school's focus over the next three years. The first area is in reading comprehension. While we see growth in our students, the staff recognizes that one effective way to improve reading in the content area is to improve comprehension. The instructional coach will provide support in content literacy strategic teaching, building background knowledge, and increasing the level of recreational and literary reading materials such as read-a-louds, classroom library resources, and structuring schedules around independent reading.

Second, Berry Elementary School will strive to improve math. The concentration will be on fractions and computation since these are common bands of needed improvement across grade levels. Each grade level will seek assistance and additional training from AMSTI, Alabama Math, Science, and Technology Initiative. Data shows that third grade and sixth grade need support with professional development though standardized test data is inconsistent over the last three years.

Another area of improvement is in writing. With the College and Career Ready Standards guiding instruction at every grade level, writing is the area most mentioned by the leadership team and teachers as being an area in which BES is lacking in resources and training. With continued support during regional CCRS meetings, the team will hold turn-around-trainings to ensure that teachers know the standards relating to writing in the content areas. Journal writing will be utilized in math, science and reading. The school will adopt a process whereby all students will be trained in writing.

Additional Information

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

When the staff at Berry Elementary School were asked what additional information they wanted to share with the public, four areas were musts. First, a significant amount of technology we offer in our building has been purchased with grants and Title funds. There are two mobile IPad carts and a mobile laptop cart for classroom check-out, Smart boards or interactive pads in every classroom, Mobis and Elmos (document cameras), Nooks for sixth grade students, and a 1to1 IPad initiative for the classroom teacher for professional use and as a student center. In addition, we have a virtual field trip lab for teachers to schedule field trips without leaving the campus.

Another area that the staff is proud of includes student leadership roles and binders. As part of the Leader in Me, students are encouraged to take on leadership roles in the classroom and throughout the school. Some of the roles are ambassadors, assembly leaders, assembly greeters, art leaders, chorus, safety patrol, technology leaders, and Students Council. Student binders are an important part of leadership at Berry Elementary School. Data is kept in a leadership binder and updated daily. Students learn how to plot their data on graphs and practice presenting their data to parents. Twice a year, students share their data binders with parents. This has been one of the most positive endeavors that we are engaged in at BES.

Strong parent involvement at Berry Elementary School is essential to its success. There are always parents on campus who volunteer to help. The school offers stakeholders many opportunities to attend functions held at the school such as Donuts with Dad, Muffins With Mom, Grandparents Day, PTO programs, field trips, the fall festival, field day, and leadership assemblies, to name a few. Local businesses and groups sponsor Leadership Day and Pizza with the Principal monthly. The PTO is an active part of our school. Last year, their project was an Art and Music Room. They took an unused classroom and painted the walls and ceiling red and black, hung the work of local artists, filled shelves with musical instruments, hung red blinds, and purchased risers. This room also houses our virtual field trip equipment, so they painted a huge white screen on the wall.

Last, at Berry Elementary School, we offer an Eighth Day schedule where we plan all of our activities on every eighth day. This schedule allows the school to hold interruptions to a minimum. The arts were lacking at Berry Elementary, so on the Eighth Day, either art or music is the focus. Teachers comment that otherwise they would fail to make it a priority. PTO performances, leadership assemblies, and any other function such as school pictures that takes place at school, is scheduled for the eighth day. Teachers are required to hold reading and math classes and to either incorporate music and art into the content area or abbreviate classes to allow for assemblies.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Stakeholders who were willing to participate in the improvement plan were contacted. Meetings were arranged to accommodate stakeholders' schedules.

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

Stakeholder members are:

Debbie Deavours- Principal, LEA

Jessica Hynds- Chairperson, Fourth Grade Teacher

Randi Fortner- Third Grade

Mary Kathryn Bozeman- Fifth Grade

Meagan Collins- First Grade

Teri Williams- Kindergarten

Donna Williamson- Counselor

Jonathan Christian- Resource Teacher

Donna Fields- Instructional Aide

Cassandra Dunn- PTO President

Tony Locke- Parent

Toni Morgan- Community Leader

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

All stakeholders were given a copy of the final improvement plan. Mrs. Deavours, the principal, met with them to answer any questions. Also, they were given an opportunity to speak with anyone on the leadership team for clarification. There will be meetings periodically scheduled throughout the year to discuss progress.

Technology Diagnostic

Introduction

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

Data

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

Response:

- Board of Education actions
- Compliance Monitoring Reports
- Continuous Improvement Plan
- EducateAlabama Data
- Formative Assessments
- Inventory & Infrastructure Report-- Fast and Easy Access to network, and Availability of Technology
- Principal Walk-Through Checklist
- Professional Learning Evaluations, Lesson Plans
- SpeakUp Data
- Student Achievement Data
- Transform2020 Surveys (*Required)

Needs Assessment

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

Area of Needs:

During the past year the Fayette County Technology Department has increased the number of wireless access points by an additional 48 wireless nodes. The vision for a one-to-one initiative will potentially create a need for additional wireless access points as we add more devices to our network.

Strengths:

All schools in Fayette County have an Ethernet LAN consisting of servers, workstations, switches, and routers running on a 1000 megabit backbone. All classrooms and office areas have at least one Ethernet drop that allows access to the network. The Central Office and Bus Shop have an Ethernet LAN consisting of servers, clients, switches, and routers running on a 1000 megabit backbone with network drops in each office. All school facilities except the Fayette Bus Shop have access to wireless nodes. Fayette County has a wide area network that is supported by a fiber optic backbone interconnection between all the school sites. All schools communicate with one another by utilizing the fiber optic cabling. Internet access is available to all computers that are connected to the wide area network. Our county bus shop is also part of our wide area network and is connected by a means of multimode fiber optic connection that is fed from Fayette Middle School. The central office has an Enterasys Layer 3 switch that acts as the backbone for our network and provides us with a way to segment our network into virtual LANs.

Fayette County has 100 mbps available bandwidth through Alabama Super Computer Authority and 12 mbps additional available bandwidth through local vendors to provide users with Internet access. Our internet backbone consists of a fiber link to ASA through the local telephone company, Centurytel. Our current content filtering solution is provided by M86 Security and is managed in-house. This filtering system is CIPA compliant. Fayette County Board of Education has an approved policy for Acceptable Use and Internet Safety. This information is distributed to parents and students and must be signed by both to acknowledge that they have read and agreed to its contents. Our district implements a firewall/network security solution to track and document violations of the Acceptable Use and Internet Safety Policy.

Data Sources: Purchasing Contract, Paid Invoices, Technology Inventory (Fixed Assets Inventory), District Budgets, Monitoring of Websites, Board Policies & Procedures Manual

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.

The Fayette County School System would like for our teachers to be equipped with the tools necessary to perform the obligatory assignments. Due to the lack of funding in the area of technology, this need has not been met during the last several years. According to the Fayette County District Fixed Asset Inventory, teacher computers have an average date of 2009. Teacher computers are essential to the success of the classroom. The teacher computer is used for entering grades into the INOW system, email, powerpoints, prezis, word documents, excel worksheets, interactive whiteboards, and the list goes on and on. With these tools, teachers are able to communicate with parents, students, and stakeholders with accurate up to date information. They are also able to actively engage the learner using the National Education Technology Standards and the College and Career Readiness Standards.

Areas of Strengths:

In alignment with our school system's strategic plan, Fayette County Schools have taken the necessary steps to strengthen our technological infrastructure. All schools in Fayette County have an Ethernet LAN consisting of servers, workstations, switches, and routers running on a 1000 megabit backbone. All classrooms and office areas have at least one Ethernet drop that allows access to the network. The Central Office and Bus Shop have an Ethernet LAN consisting of servers, clients, switches, and routers running on a 1000 megabit backbone with network drops in each office. All school facilities, except the Fayette Bus Shop, have access to wireless nodes.

Fayette County has a wide area network that is supported by a fiber optic backbone interconnection between all the school sites. All schools communicate with one another by utilizing the fiber optic cabling. Internet access is available to all computers that are connected to the wide area network. Our county bus shop is also a part of our wide area network and is connected by means of a multimode fiber optic connection that is fed from Fayette Middle School. At the central office, we have an Enterasys Layer 3 switch that acts as the backbone for our network and provides us with a way to segment our network into virtual LANs.

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

Areas of Need:

Transform 2020 Teacher Survey Results:

Technology Advocacy: 46% of teachers reported that they promote and model digital etiquette and responsible social interactions related to the use of technology and information. Professional Development: 50% of teachers reported that they never/rarely or occasionally plan and implement authentic/real-world learning experiences whereby students use contemporary tools and digital resources in creative ways to pursue their individual curiosities and manage/assess their own environments NETS Awareness: 51% of teachers reported that they never/rarely or occasionally plan instruction using the National Education Technology Standards to ensure their students have the knowledge, skills, and attitudes necessary for school and careers. Equipment: 52% of teachers reported that they did not or somewhat have sufficient digital devices and tools to effectively integrate technology into their teaching.

Technology Integration with Alabama Course of Study: 41% of teachers reported that they engage students in exploring real-world issues and solving authentic problems using digital tools and resources based upon the Alabama Courses of Study Standards.

Strengths

Transform 2020 Teacher Survey Results:

66% of teachers reported that they customize learning activities using digital tools and resources on a routine and/or frequent basis. 72% of teachers reported that they 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 on a routine and/or frequent basis.

Data Sources: Alabama Technology Transform 2020 Survey: Teachers

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

Areas of Need:

Authentic/real-world learning and digital resources: 50% of teachers on the Transform 2020 Teacher Survey reported that they never/rarely or

occasionally plan and implement authentic/real-world learning experiences whereby students use contemporary tools and digital resources in creative ways to pursue their individual curiosities and manage/assess their own environments.

NETS Awareness: 51% of teachers on the Transform 2020 Teacher Survey reported that they never/rarely or occasionally plan instruction using the National Education Technology Standards to ensure their students have the knowledge, skills, and attitudes necessary for school and careers.

Instructional Technology Specialist / Technician: As more devices are added to the network, there will be a greater need for assistance for technology integration. The Technology Plan for 2012-2013 stated that there was a need to improve instruction technology support.

Strengths:

A web hosting and portal solution is built into the Fayette County School System to deliver the functionality, reliability, and performance that schools require. The state-of-the-art hosting, connectivity, and infrastructure are the best at making those critical connections between our schools, students, parents, and community members.

The School's and District's Technology Planning: 71% of teachers on the Transform 2020 Teacher Survey reported that they are familiar with the school's and district's Technology Plan.

The Administrative Support from principals: 92% of teachers on the Transform 2020 Teacher Survey reported that their principal supports and promotes integrating digital resources and tools in the classroom.

Data: Alabama Transform 2020 Survey: Teachers

Alabama Transform 2020 Survey: Administrators

Project Tomorrow Speak-Up-4-Schools Survey

Website Data

Workshop Attendance Documentation (Educate Alabama)

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

Areas of Need:

Mobile Apps: 44% of teachers reported on the Speak Up 4 School Survey that they needed assistance in identifying mobile apps to use in the classroom with students.

Use of Technology for Differentiated Instruction: 38% of teachers on the Speak Up 4 Schools Survey reported that they needed assistance with how to use technology to differentiate instruction.

Digital Textbooks: 66.13% of teachers reported on the Transform 202 Teacher Survey that they did not use or have their students use digital

textbooks often.

Strengths:

Fayette County School System has a web-based application that allows employees to compose, send, store, and receive messages over electronic communication systems through our web hosting service. Through the Alabama SuperComputer Authority we have access to the Internet, which is a worldwide, publicly accessible series of interconnected computer networks that allows students and teacher to take advantage of unlimited resources outside of our district.

On the Speak Up 4 Schools Survey 43% of teachers felt confident in the use of finding and using videos online such as Khan Academy and 46% reported confident in using teaching aids such as lesson plans, interventions, and assessment software.

76% of teachers reported on the Transform 2020 teacher survey that they and their students use the internet in the classroom often.

Data:

Speak Up 4 Schools Survey Data

Alabama Technology Transform 2020 Survey: Teachers

Purchasing Contracts

Paid Invoices

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

Areas of Need:

Purchasing System: Administrators and school personnel need to establish a system for purchasing computer equipment so that our student to computer ratio is improved from 3.77:1 to 2:1. This will also ensure that teachers and students have access to the newest technology available.

Digital Communication Tools: On the Transform 2020 survey, 42% of teachers reported that they plan activities that promote individual and collaborative student reflection using digital communication tools on occasion or never/rarely 44% of administrators reported on the Transform 2020 survey that they somewhat or do not regularly evaluate technology integration in the classroom. Therefore, there is a need to review and edit the school walk-through form to insure that technology integration is observed.

Strengths:

Technology Implementation: Technology is being implemented at all schools in Fayette County. Enhanced classroom instruction remains a focus throughout our district. In addition to professional development training for teachers, we have installed interactive whiteboards and ceiling mounted projectors so that the students are able to be actively engaged in the learning process. We have purchased several laptop carts throughout the district. This infusion of technology allows for differentiated instruction to take place more easily in the classroom.

Laptop Carts: All schools have at least one laptop cart for classroom use. Big screen televisions have been installed in every media center and each media center has access to Direct TV. Fayette Elementary, Fayette Middle, Hubbertville, and Berry Elementary have new distance

learning mobile labs for access to virtual field trips or collaboration among schools.

Data Sources:

Fayette County Fixed Asset Inventory

Transform 2020 Survey

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.

Areas of Need:

Accountability: Administrators need professional development in the new graduation tracking system in the STI Infocus program. This system will allow principals to view current and relevant data related to students who display risk factors for graduation.

Strengths:

Programs for Productivity: All administrators have access to various programs to increase productivity including email, INOW, and SchoolCast.

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

Area of Need:

The Fayette County School system employs a technology coordinator and one network administrator/technician. Due to the number of technology devices and the goal of providing devices to all students, there is a need for an additional technician. The National Education Standards recommend that the ratio of technicians to devices 1:500.

Areas of Strength:

The Fayette Career/Tech Department will be receiving approximately \$147,000 from the ALSDE Bond issue for new and innovative equipment.

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.

A primary focus in technology is to provide continuous, job-embedded professional development that will allow teachers to explore new ways in which they can effectively integrate technology into their classroom and their curriculum.

The Fayette County Professional Development Plan is added as an attachment in the Fayette County Transform 2020 document. This plan includes professional development in the area of CCRS Quality Core Training, Global Scholar Performance Series, Global Scholar Achievement Series, CCRS Content and strategy training, GO Math program training, and a Technology Professional Learning Group. AMSTI specialists, ARI specialists, and Technology in Motion specialists will provide training to teachers who will turn-around the training to the remainder of the faculty.

Accountability Questions

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

Goal 1:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

80% of All Students will demonstrate a proficiency applying technology into the content area in Career & Technical by 05/22/2014 as measured by teacher made rubrics .

Strategy1:

Creating work products - Teachers will create rubrics to assess student work products. Students will align their work products with the college and career ready standards.

Research Cited: College and Career Ready Standards and the Technology Plan

Activity - Power points	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will create a power point in the social studies content area.	Technology	09/30/2013	05/22/2014	\$0 - No Funding Required	Classroom Teachers, Resource Teachers, YACHT, Assistant Principal

Goal 2:

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

Measurable Objective 1:

80% of All Students will demonstrate a proficiency by mastering the standards for their grade level in Career & Technical by 05/22/2014 as measured by Global Scholars.

Strategy1:

Computer Based Learning - The students and teachers will use the following technology to reach our goals:

Computer Lab, Classroom IPAD, Rolling cart of IPADs, Rolling cart of laptops, Virtual Field Trip Lab, Nooks, Interactive White board, Interwrite pad, and a Document Camera.

Research Cited: College and Career Ready Standards

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Activity - Applied Research in Content Areas	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teachers will use technology in conjunction with the College and Career Ready Standards to address students' needs. The students will be actively engaged with all available technology to prepare them to be college and career ready.	Technology	08/19/2013	05/22/2014	\$3000 - Title I Schoolwide	Classroom Teachers, Resource Teachers

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 assessment and data by 08/04/2014 as measured by Transform 2020 Survey Results, Inventory Report, and Bandwidth Traffic Report..

Strategy1:

Communication Services - All employees of the Fayette County School System will have access to an email system for communication purposes. All employees and students will have access to the Fayette County website which will be maintained and updated at the Central Office. Individual schools will be accessed from the district site as well. Fayette County will also have the SchoolCast Communication system that will allow supervisors, principals, and other designated individuals to communicate with students and parents via phone, email, or text.

Research Cited:

Activity - Web Hosting Service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fayette County has a web hosting and portal solution built with the latest technology to deliver the functionality, reliability, and performance that schools require. The state-of-the-art hosting, connectivity, and infrastructure are the best at making those critical connections between our schools, students, parents, and community members.	Technology	08/20/2013	08/20/2015	\$2695 - General Fund	Technology Coordinator, Network Administrator

Activity - Email Intergration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All employees of the Fayette County School System will have access ti a web-based application that allows employees to compose, send, store, and receive messages over electronic communication systems.	Technology	08/08/2013	08/20/2015	\$4500 - District Funding	Technology Coordinator

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Activity - Firewall/Network Security	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
M86 Firewall/Network Security is a comprehensive security solution developed specifically to protect K-12 networks. Extensive and comprehensive reports on all network traffic, desktop applications, and installed hardware provide an unparalleled view of our network.	Technology	08/20/2013	08/20/2015	\$0 - No Funding Required	Network Administrator

Activity - Phone Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide local and long distance telephone services to each of the schools and central office locations.	Technology	08/20/2013	08/20/2014	\$48000 - General Fund	Technology Coordinator, Network Administrator, Principals

Measurable Objective 2:

collaborate to create differentiated lessons for our students by 05/22/2014 as measured by My Skills Tutor and Global Scholars.

Strategy1:

Program Based Learning - The teachers will work by grade levels to create differentiated lessons to meet the needs of the students. They will use their scores to determine the future needs of the students.

Research Cited: My Skills Tutor

Activity - My Skills Tutor Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
My Skills Tutor practice is alternated daily between reading and math based on their needs assessment.	Technology	08/19/2013	05/22/2014	\$5000 - District Funding	Classroom Teachers, Resource Teachers, Assistant Principal, YACHT After-school program

Activity - Global Scholars	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are tested at the beginning, middle, and the end of the year to track their progress.	Technology	08/19/2013	05/22/2014	\$0 - No Funding Required	Classroom Teachers, Resource Teachers, Assistant Principal

Goal 4:

All students at Berry Elementary School will increase their reading proficiency.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in reading comprehension in Reading by 05/22/2014 as measured by Aspire, Global Scholars, Reading Street Unit Tests, and DIBELS.

Strategy1:

CCRS - Teachers in grades kindergarten through sixth grade will design instruction that addresses CCRS and higher order thinking.

Research Cited: College and Career Ready Standard, Reading Street, Global Scholars, My Skills Tutor

Activity - CCRS Turnaround Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will provide turnaround training to other teachers at Berry Elementary.	Professional Learning	09/25/2013	05/22/2014	\$1300 - General Fund	Principal, Instructional Coach, and Teacher Leaders

Strategy2:

Comprehension Practice - Teachers identify targeted comprehension lessons differentiated for each student.

Research Cited: My Skills Tutor

Activity - My Skills Tutor Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use 30 minutes of daily computer lab time for students to practice reading comprehension on My Skills Tutor.	Academic Support Program	08/26/2013	05/22/2014	\$5000 - Title I Schoolwide	Classroom Teachers, Resource Teachers, and Assistant Principal

Goal 5:

All students at Berry Elementary School will increase their math proficiency.

Measurable Objective 1:

A 80% increase of All Students will demonstrate a proficiency in math computation and fractions in Mathematics by 05/22/2014 as measured by Aspire, Global Scholars, Go Math, and My Skills Tutor.

Strategy1:

CCRS - Design instruction that addresses CCRS and higher order thinking.

Research Cited: College and Career Ready Standards

Activity - My Skills Tutor Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use 30 minutes of weekly computer lab time for students to practice mathematics on My Skills Tutor.	Academic Support Program	08/26/2013	05/22/2014	\$5000 - Title I Schoolwide	Classroom Teachers, Resources Teachers, Assistant Principal

Strategy2:

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Go Math - Teachers will use Go Math daily during their instructional math time.

Research Cited: College and Career Ready Standards

Activity - Think Central	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Think Central is used throughout the curriculum of Go Math.	Academic Support Program	08/26/2013	05/22/2014	\$5000 - District Funding	Classroom Teachers and Resource Teachers

Goal 6:

All students at Berry Elementary School will develop leadership skills and maintain a leadership role within the school environment.

Measurable Objective 1:

demonstrate a behavior that exemplifies The Seven Habits of Highly Effective Students by 05/22/2014 as measured by a leadership portfolio and the data therein .

Strategy1:

The Leader in Me - Each child will hold a leadership role throughout the school. One student from each class will be recognized monthly for exhibiting leadership skills.

Research Cited: The Leader in Me

Activity - Leadership Portfolio	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students enter their data into their leadership portfolio weekly. The students are able to share these with their parents, so they can track their progress.	Parent Involvement	08/19/2013	05/22/2014	\$0 - No Funding Required	Classroom Teachers

Activity - Leadership Assembly	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Once a month, a student is chosen from each classroom that has exhibited leadership skills.	Career Preparation/Orientation	08/19/2013	05/22/2014	\$700 - Other	Principal, Assistant Principal, Leadership Team, Classroom Teachers, Counselor

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:

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 assessment and data by 08/04/2014 as measured by Transform 2020 Survey Results, Inventory Report, and Bandwidth Traffic Report..

Strategy1:

Communication Services - All employees of the Fayette County School System will have access to an email system for communication purposes. All employees and students will have access to the Fayette County website which will be maintained and updated at the Central Office. Individual schools will be accessed from the district site as well. Fayette County will also have the SchoolCast Communication system that will allow supervisors, principals, and other designated individuals to communicate with students and parents via phone, email, or text.

Research Cited:

Activity - Web Hosting Service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fayette County has a web hosting and portal solution built with the latest technology to deliver the functionality, reliability, and performance that schools require. The state-of-the-art hosting, connectivity, and infrastructure are the best at making those critical connections between our schools, students, parents, and community members.	Technology	08/20/2013	08/20/2015	\$2695 - General Fund	Technology Coordinator, Network Administrator

Activity - Email Intergration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All employees of the Fayette County School System will have access ti a web-based application that allows employees to compose, send, store, and receive messages over electronic communication systems.	Technology	08/08/2013	08/20/2015	\$4500 - District Funding	Technology Coordinator

Activity - Firewall/Network Security	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
M86 Firewall/Network Security is a comprehensive security solution developed specifically to protect K-12 networks. Extensive and comprehensive reports on all network traffic, desktop applications, and installed hardware provide an unparalleled view of our network.	Technology	08/20/2013	08/20/2015	\$0 - No Funding Required	Network Administrator

Activity - Phone Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide local and long distance telephone services to each of the schools and central office locations.	Technology	08/20/2013	08/20/2014	\$48000 - General Fund	Technology Coordinator, Network Administrator, Principals

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

Goal 1:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

80% of All Students will demonstrate a proficiency applying technology into the content area in Career & Technical by 05/22/2014 as measured by teacher made rubrics .

Strategy1:

Creating work products - Teachers will create rubrics to assess student work products. Students will align their work products with the college and career ready standards.

Research Cited: College and Career Ready Standards and the Technology Plan

Activity - Power points	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will create a power point in the social studies content area.	Technology	09/30/2013	05/22/2014	\$0 - No Funding Required	Classroom Teachers, Resource Teachers, YACHT, Assistant Principal

Goal 2:

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

Measurable Objective 1:

80% of All Students will demonstrate a proficiency by mastering the standards for their grade level in Career & Technical by 05/22/2014 as measured by Global Scholars.

Strategy1:

Computer Based Learning - The students and teachers will use the following technology to reach our goals:

Computer Lab, Classroom IPAD, Rolling cart of IPADs, Rolling cart of laptops, Virtual Field Trip Lab, Nooks, Interactive White board, Interwrite pad, and a Document Camera.

Research Cited: College and Career Ready Standards

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Berry Elementary School

Activity - Applied Research in Content Areas	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teachers will use technology in conjunction with the College and Career Ready Standards to address students' needs. The students will be actively engaged with all available technology to prepare them to be college and career ready.	Technology	08/19/2013	05/22/2014	\$3000 - Title I Schoolwide	Classroom Teachers, Resource Teachers

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 create differentiated lessons for our students by 05/22/2014 as measured by My Skills Tutor and Global Scholars.

Strategy1:

Program Based Learning - The teachers will work by grade levels to create differentiated lessons to meet the needs of the students. They will use their scores to determine the future needs of the students.

Research Cited: My Skills Tutor

Activity - My Skills Tutor Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
My Skills Tutor practice is alternated daily between reading and math based on their needs assessment.	Technology	08/19/2013	05/22/2014	\$5000 - District Funding	Classroom Teachers, Resource Teachers, Assistant Principal, YACHT After-school program

Activity - Global Scholars	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are tested at the beginning, middle, and the end of the year to track their progress.	Technology	08/19/2013	05/22/2014	\$0 - No Funding Required	Classroom Teachers, Resource Teachers, Assistant Principal

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 assessment and data by 08/04/2014 as measured by Transform 2020 Survey Results, Inventory Report, and Bandwidth Traffic Report..

Strategy1:

Communication Services - All employees of the Fayette County School System will have access to an email system for communication purposes. All employees and students will have access to the Fayette County website which will be maintained and updated at the Central Office. Individual schools will be accessed from the district site as well. Fayette County will also have the SchoolCast Communication system

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that will allow supervisors, principals, and other designated individuals to communicate with students and parents via phone, email, or text.

Research Cited:

Activity - Firewall/Network Security	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
M86 Firewall/Network Security is a comprehensive security solution developed specifically to protect K-12 networks. Extensive and comprehensive reports on all network traffic, desktop applications, and installed hardware provide an unparalleled view of our network.	Technology	08/20/2013	08/20/2015	\$0 - No Funding Required	Network Administrator

Activity - Phone Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide local and long distance telephone services to each of the schools and central office locations.	Technology	08/20/2013	08/20/2014	\$48000 - General Fund	Technology Coordinator, Network Administrator, Principals

Activity - Email Intergration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All employees of the Fayette County School System will have access to a web-based application that allows employees to compose, send, store, and receive messages over electronic communication systems.	Technology	08/08/2013	08/20/2015	\$4500 - District Funding	Technology Coordinator

Activity - Web Hosting Service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fayette County has a web hosting and portal solution built with the latest technology to deliver the functionality, reliability, and performance that schools require. The state-of-the-art hosting, connectivity, and infrastructure are the best at making those critical connections between our schools, students, parents, and community members.	Technology	08/20/2013	08/20/2015	\$2695 - General Fund	Technology Coordinator, Network Administrator

Goal 4:

All students at Berry Elementary School will increase their reading proficiency.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in reading comprehension in Reading by 05/22/2014 as measured by Aspire, Global Scholars, Reading Street Unit Tests, and DIBELS.

Strategy1:

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Comprehension Practice - Teachers identify targeted comprehension lessons differentiated for each student.

Research Cited: My Skills Tutor

Activity - My Skills Tutor Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use 30 minutes of daily computer lab time for students to practice reading comprehension on My Skills Tutor.	Academic Support Program	08/26/2013	05/22/2014	\$5000 - Title I Schoolwide	Classroom Teachers, Resource Teachers, and Assistant Principal

Strategy2:

CCRS - Teachers in grades kindergarten through sixth grade will design instruction that addresses CCRS and higher order thinking.

Research Cited: College and Career Ready Standard, Reading Street, Global Scholars, My Skills Tutor

Activity - CCRS Turnaround Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will provide turnaround training to other teachers at Berry Elementary.	Professional Learning	09/25/2013	05/22/2014	\$1300 - General Fund	Principal, Instructional Coach, and Teacher Leaders

Goal 5:

All students at Berry Elementary School will increase their math proficiency.

Measurable Objective 1:

A 80% increase of All Students will demonstrate a proficiency in math computation and fractions in Mathematics by 05/22/2014 as measured by Aspire, Global Scholars, Go Math, and My Skills Tutor.

Strategy1:

Go Math - Teachers will use Go Math daily during their instructional math time.

Research Cited: College and Career Ready Standards

Activity - Think Central	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Think Central is used throughout the curriculum of Go Math.	Academic Support Program	08/26/2013	05/22/2014	\$5000 - District Funding	Classroom Teachers and Resource Teachers

Strategy2:

CCRS - Design instruction that addresses CCRS and higher order thinking.

Research Cited: College and Career Ready Standards

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Activity - My Skills Tutor Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use 30 minutes of weekly computer lab time for students to practice mathematics on My Skills Tutor.	Academic Support Program	08/26/2013	05/22/2014	\$5000 - Title I Schoolwide	Classroom Teachers, Resources Teachers, Assistant Principal

Goal 6:

All students at Berry Elementary School will develop leadership skills and maintain a leadership role within the school environment.

Measurable Objective 1:

demonstrate a behavior that exemplifies The Seven Habits of Highly Effective Students by 05/22/2014 as measured by a leadership portfolio and the data therein .

Strategy1:

The Leader in Me - Each child will hold a leadership role throughout the school. One student from each class will be recognized monthly for exhibiting leadership skills.

Research Cited: The Leader in Me

Activity - Leadership Portfolio	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students enter their data into their leadership portfolio weekly. The students are able to share these with their parents, so they can track their progress.	Parent Involvement	08/19/2013	05/22/2014	\$0 - No Funding Required	Classroom Teachers

Activity - Leadership Assembly	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Once a month, a student is chosen from each classroom that has exhibited leadership skills.	Career Preparation/ Orientation	08/19/2013	05/22/2014	\$700 - Other	Principal, Assistant Principal, Leadership Team, Classroom Teachers, Counselor

Plan for Alabama Technology Plan: Transform 2020 2013-2014

Overview

Plan Name

Plan for Alabama Technology Plan: Transform 2020 2013-2014

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Engage and Empower the Learner Through Technology	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$3000
3	All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$5000
4	All students at Berry Elementary School will increase their reading proficiency.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$6300
5	All students at Berry Elementary School will increase their math proficiency.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$10000
6	All students at Berry Elementary School will develop leadership skills and maintain a leadership role within the school environment.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$700

Goal 1: Engage and Empower the Learner Through Technology

Measurable Objective 1:

80% of All Students will demonstrate a proficiency applying technology into the content area in Career & Technical by 05/22/2014 as measured by teacher made rubrics .

Strategy 1:

Creating work products - Teachers will create rubrics to assess student work products. Students will align their work products with the college and career ready standards.

Research Cited: College and Career Ready Standards and the Technology Plan

Activity - Power points	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will create a power point in the social studies content area.	Technology	09/30/2013	05/22/2014	\$0	No Funding Required	Classroom Teachers, Resource Teachers, YACHT, Assistant Principal

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

Measurable Objective 1:

80% of All Students will demonstrate a proficiency by mastering the standards for their grade level in Career & Technical by 05/22/2014 as measured by Global Scholars.

Strategy 1:

Computer Based Learning - The students and teachers will use the following technology to reach our goals:

Computer Lab, Classroom IPAD, Rolling cart of IPADs, Rolling cart of laptops, Virtual Field Trip Lab, Nooks, Interactive White board, Interwrite pad, and a Document Camera.

Research Cited: College and Career Ready Standards

Activity - Applied Research in Content Areas	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The teachers will use technology in conjunction with the College and Career Ready Standards to address students' needs. The students will be actively engaged with all available technology to prepare them to be college and career ready.	Technology	08/19/2013	05/22/2014	\$3000	Title I Schoolwide	Classroom Teachers, Resource Teachers
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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 create differentiated lessons for our students by 05/22/2014 as measured by My Skills Tutor and Global Scholars.

Strategy 1:

Program Based Learning - The teachers will work by grade levels to create differentiated lessons to meet the needs of the students. They will use their scores to determine the future needs of the students.

Research Cited: My Skills Tutor

Activity - My Skills Tutor Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
My Skills Tutor practice is alternated daily between reading and math based on their needs assessment.	Technology	08/19/2013	05/22/2014	\$5000	District Funding	Classroom Teachers, Resource Teachers, Assistant Principal, YACHT After-school program

Activity - Global Scholars	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are tested at the beginning, middle, and the end of the year to track their progress.	Technology	08/19/2013	05/22/2014	\$0	No Funding Required	Classroom Teachers, Resource Teachers, Assistant Principal

Goal 4: All students at Berry Elementary School will increase their reading proficiency.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in reading comprehension in Reading by 05/22/2014 as measured by Aspire, Global Scholars, Reading Street Unit Tests, and DIBELS.

Strategy 1:

CCRS - Teachers in grades kindergarten through sixth grade will design instruction that addresses CCRS and higher order thinking.

Research Cited: College and Career Ready Standard, Reading Street, Global Scholars, My Skills Tutor

Activity - CCRS Turnaround Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading teachers will provide turnaround training to other teachers at Berry Elementary.	Professional Learning	09/25/2013	05/22/2014	\$1300	General Fund	Principal, Instructional Coach, and Teacher Leaders

Strategy 2:

Comprehension Practice - Teachers identify targeted comprehension lessons differentiated for each student.

Research Cited: My Skills Tutor

Activity - My Skills Tutor Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use 30 minutes of daily computer lab time for students to practice reading comprehension on My Skills Tutor.	Academic Support Program	08/26/2013	05/22/2014	\$5000	Title I Schoolwide	Classroom Teachers, Resource Teachers, and Assistant Principal

Goal 5: All students at Berry Elementary School will increase their math proficiency.

Measurable Objective 1:

A 80% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in math computation and fractions in Mathematics by 05/22/2014 as measured by Aspire, Global Scholars, Go Math, and My Skills Tutor.

Strategy 1:

CCRS - Design instruction that addresses CCRS and higher order thinking.

Research Cited: College and Career Ready Standards

Activity - My Skills Tutor Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use 30 minutes of weekly computer lab time for students to practice mathematics on My Skills Tutor.	Academic Support Program	08/26/2013	05/22/2014	\$5000	Title I Schoolwide	Classroom Teachers, Resources Teachers, Assistant Principal

Strategy 2:

Go Math - Teachers will use Go Math daily during their instructional math time.

Research Cited: College and Career Ready Standards

Activity - Think Central	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Think Central is used throughout the curriculum of Go Math.	Academic Support Program	08/26/2013	05/22/2014	\$5000	District Funding	Classroom Teachers and Resource Teachers

Goal 6: All students at Berry Elementary School will develop leadership skills and maintain a leadership role within the school environment.

Measurable Objective 1:

demonstrate a behavior that exemplifies The Seven Habits of Highly Effective Students by 05/22/2014 as measured by a leadership portfolio and the data therein .

Strategy 1:

The Leader in Me - Each child will hold a leadership role throughout the school. One student from each class will be recognized monthly for exhibiting leadership skills.

Research Cited: The Leader in Me

Activity - Leadership Assembly	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once a month, a student is chosen from each classroom that has exhibited leadership skills.	Career Preparation/Orientation	08/19/2013	05/22/2014	\$700	Other	Principal, Assistant Principal, Leadership Team, Classroom Teachers, Counselor

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Activity - Leadership Portfolio	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The students enter their data into their leadership portfolio weekly. The students are able to share these with their parents, so they can track their progress.	Parent Involvement	08/19/2013	05/22/2014	\$0	No Funding Required	Classroom Teachers

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
Leadership Portfolio	The students enter their data into their leadership portfolio weekly. The students are able to share these with their parents, so they can track their progress.	Parent Involvement	08/19/2013	05/22/2014	\$0	Classroom Teachers
Global Scholars	Students are tested at the beginning, middle, and the end of the year to track their progress.	Technology	08/19/2013	05/22/2014	\$0	Classroom Teachers, Resource Teachers, Assistant Principal
Power points	Students will create a power point in the social studies content area.	Technology	09/30/2013	05/22/2014	\$0	Classroom Teachers, Resource Teachers, YACHT, Assistant Principal
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
My Skills Tutor Practice	Teachers will use 30 minutes of weekly computer lab time for students to practice mathematics on My Skills Tutor.	Academic Support Program	08/26/2013	05/22/2014	\$5000	Classroom Teachers, Resources Teachers, Assistant Principal
Applied Research in Content Areas	The teachers will use technology in conjunction with the College and Career Ready Standards to address students' needs. The students will be actively engaged with all available technology to prepare them to be college and career ready.	Technology	08/19/2013	05/22/2014	\$3000	Classroom Teachers, Resource Teachers

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My Skills Tutor Practice	Teachers will use 30 minutes of daily computer lab time for students to practice reading comprehension on My Skills Tutor.	Academic Support Program	08/26/2013	05/22/2014	\$5000	Classroom Teachers, Resource Teachers, and Assistant Principal
Total					\$13000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CCRS Turnaround Training	Reading teachers will provide turnaround training to other teachers at Berry Elementary.	Professional Learning	09/25/2013	05/22/2014	\$1300	Principal, Instructional Coach, and Teacher Leaders
Total					\$1300	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
My Skills Tutor Practice	My Skills Tutor practice is alternated daily between reading and math based on their needs assessment.	Technology	08/19/2013	05/22/2014	\$5000	Classroom Teachers, Resource Teachers, Assistant Principal, YACHT After-school program
Think Central	Think Central is used throughout the curriculum of Go Math.	Academic Support Program	08/26/2013	05/22/2014	\$5000	Classroom Teachers and Resource Teachers
Total					\$10000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Leadership Assembly	Once a month, a student is chosen from each classroom that has exhibited leadership skills.	Career Preparation/Orientation	08/19/2013	05/22/2014	\$700	Principal, Assistant Principal, Leadership Team, Classroom Teachers, Counselor
Total					\$700	