



Alabama Technology Plan: Transform 2020

Berry High School
Fayette County Board of Education

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TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information	6

Improvement Plan Stakeholder Involvement

Introduction.....	8
Improvement Planning Process.....	9

Technology Diagnostic

Introduction.....	11
Data.....	12
Needs Assessment.....	13
Professional Learning.....	18
Accountability Questions.....	19

2014-2015 Transform 2020 Plan

Overview.....	37
---------------	----

Goals Summary 38

- Goal 1: Engage and Empower the Learner Through Technology 39
- Goal 2: Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students 39
- Goal 3: All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it. 40
- Goal 4: Increase the number of students scoring at a proficient level on the mathematics and English Quality Core end-of-course assessments. 41
- Goal 5: At least 50% of students in grades 7-8 will score at grade level or above on the end-of-year Global Scholar Performance Series assessment in the areas of Math and Reading. 43

Activity Summary by Funding Source 44

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?

Berry High School is located in the southeast corner of Fayette County, Alabama. Berry is a small rural town with a population of 1,130 citizens. Berry High School serves several small communities such as: Bankston, Pea Ridge, and Flatwoods. The biggest industry that was in Berry was a coal mine. The coal mine has been in operation for about 35 years. One of the biggest challenges that Berry High School might face is that this coal mine closed at the end of 2013. We anticipate that our student population will not decrease because jobs have been transferred to other mines. The city of Berry is a proud supporter of Berry High School. The city has just completed a construction project that included the building of sidewalks connecting businesses along the main highway. The city hopes to construct more in the future that will connect Berry High School to heart of the city. Berry High School employs 23 staff members. The faculty includes administration, classroom teachers, Guidance Counselor, Media Specialist, half-day band director, special education department, and several para professionals. Berry High School has a student population of 270 students. The minority population is roughly 10%. Berry High School has no ELL students. Another challenge that Berry High School faces is location. The small communities that surround Berry are 15-25 minutes away from the school. This presents a challenge for parents to attend events that are relevant to Berry High School.

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.

Berry High School's mission is to provide a positive teaching and learning environment in which all students are provided an opportunity to reach their highest potential. For students to be able to reach their full potential, they must have a safe and secure environment. Berry High School takes the responsibility of providing that environment for students very seriously. The administration, faculty, and staff at Berry High School are committed to protecting the physical and mental well-being of all students and adults who enter the school property. It is extremely important to develop and adhere to specific guidelines that will ensure the safety and welfare of all students, parents, visitors, and personnel present on the school campus.

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 High School in the last three years has seen areas of improvement at multiple levels. One area that Berry High School should be recognized as a notable achievement is the increase of the ARMT scores. The scores have increased from 75% to 85% from 2012 to 2013 school year. Every student at Berry High School will be going through the implementation of CCRS. This has been in place for the last 2 years and will continue at Berry. Berry High School anticipates an increase in overall achievement when CCRS is carried out in all content areas. One area of concern that Berry High School will strive to improve on in the areas of math on the ACT. We have been below that state standard and with the Graduation Tracking System in place we feel like that we will improve in this area. Another area that Berry High School will strive to improve is parent involvement. We are inviting parents to visit the school, take an active role in stakeholder decisions, and increase what is occurring at the school by using our school cast.

Additional Information

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

Berry High School is proud of the accomplishments that have occurred in the past. We anticipate many more. Berry High School has had consistency with administration, faculty, and student numbers. Berry High School is proud of its town and the rewards that comes with growing up in a small city. The school may not be able to offer activities and electives that larger schools can, but Berry High School students in the most part are prepared for life beyond high school.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The school leadership team will meet and review the 2013-2014 Continuous Improvement Plan to evaluate the level of success in implementation of strategies. Standardized assessment data, Pride survey data, School Incident Report data, Educate Alabama data, career and technical data, and any other local data will be evaluated to determine the effectiveness of the plan. The school leadership team will suggest strategies, professional development, and budget requirements for the ACIP. The faculty, staff, and parents will review the plan and suggest modifications. The ACIP for the 2014-2015 school year will be published. The finalized ACIP will then be sent to the district school board for approval and signatures.

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

The Instructional Leadership Team members that must be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.

Upon submission of the ACIP, the LEA assures the plan as been properly reviewed and approved by the local Board of Education. Documentation will be maintained on site.

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

Berry High School provides stakeholders with timely information. At the community open house at the beginning of school, stakeholders learn about the progress of the plan. The final plan is distributed to faculty, placed in the media center, and uploaded to the school web site.

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
- Discipline and Attendance Reports
- EducateAlabama Data
- End of Course Assessments
- Formative Assessments
- Graduation Rates
- Inventory & Infrastructure Report-- Fast and Easy Access to network, and Availability of Technology
- 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.

Areas of Need:

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 100 megabit network drop 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

Fayette County has 32mbps available bandwidth through Alabama Super Computer Authority and 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 & Procedure 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.

Areas of 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 worksheet, 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)

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 of 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

cars 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 employees 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. This will allow the Career/Tech Departments at Fayette Middle School, Fayette High School, Hubbertville, and Berry High School to upgrade their technology 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:

100% of All Students will demonstrate a proficiency in the effective use of standards-based digital media to learn and communicate real-world applications of concepts and processes individually and collaboratively by 05/20/2014 in Career & Technical by 05/20/2014 as measured by Classroom / student observation, Decreased usage of paper and hard copy materials, Speak-Up Surveys, Transform 2020 Surveys, Educate Alabama Data.

Strategy1:

Digital Content - Teachers and students will be provided online digital content in the area of Math.

Research Cited: Research Cited: NETS-S 2, CCRS Literacy Standards: Plan202 p. 13, 24, 26, 54, 78-79

Activity - Creation of Online Access Codes	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Technology Coordinator and the Curriculum Specialist will work with the faculty to ensure that they receive the online access code for the math textbooks	Professional Learning			08/01/2013	05/20/2014	\$35000 - State Funds	Curriculum Specialist, Textbook Coordinator, Technology Coordinator

Goal 2:

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

Measurable Objective 1:

2% of All Students will demonstrate a proficiency in mathematics in Career & Technical by 05/22/2014 as measured by End of Course Assessments, Aspire, and Global Scholar.

Strategy1:

Global Scholar - Students will be assessed in Grades 3 - 8 in the areas of Math and Reading three times during the year. Students in Grades 9 - 12 will be assessed in

the Core Subject Areas of English, Science, Social Studies, and Math three times during the year using the Benchmark test created by the Fayette County Core Global

Alabama Technology Plan: Transform 2020

Berry High School

Scholar Team.

Research Cited: Global Scholar

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on Global Scholar Performance Series and Global Scholar Achievement Series. Teachers will also attend data meeting at the individual schools to understand the data and resources concerning Global Scholar. 7-1-13 - 5-20-2014	Professional Learning			07/01/2013	05/20/2014	\$0 - No Funding Required	Technology Coordinator, Professional Development Coordinator

Goal 3:

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

Measurable Objective 1:

100% of All Students will 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. in Career & Technical by 05/20/2014 as measured by Transform 2020 Survey Results, Inventory Report, and Bandwidth Traffic Report.

Strategy1:

Alabama Supercomputer - Continue to support access through Alabama Supercomputer

Research Cited: The Broadband Imperative: Recommendation to Address K-12 Education Infrastruct Needs. (2012). Retrieved from www.setda.org

Activity - Monitor Broadband Access	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor Broadband access through the Bandwidth Traffic Data	Technology			09/19/2013	05/20/2014	\$0 - No Funding Required	Technology Coordinator

Activity - Wireless Access Points	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to increase the number of wireless access points at each school	Technology			09/19/2013	05/20/2014	\$12000 - Other	Technology Coordinator, Network Administrator

Measurable Objective 2:

100% of All Students will 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 in Career & Technical by 08/04/2014 as measured by Transform 2020 Survey Results, Inventory Report, and Bandwidth Traffic Report.

Alabama Technology Plan: Transform 2020

Berry High School

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 - Phone Services	Activity Type	Tier	Phase	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			08/01/2013	07/14/2014	\$48000 - District Funding	Technology Coordinator, Network Administrator, Principals

Activity - Firewall/Network Security	Activity Type	Tier	Phase	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	08/03/2015	\$0 - No Funding Required	Network Administrator

Activity - Web Hosting Service	Activity Type	Tier	Phase	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	08/03/2015	\$8695 - District Funding	Technology Coordinator, Network Administrator

Activity - Email Intergration	Activity Type	Tier	Phase	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			08/20/2013	08/03/2015	\$4500 - District Funding	Technology Coordinator

Goal 4:

Increase the number of students scoring at a proficient level on the mathematics Quality Core end-of-course assessments.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency on the Quality core end-of-course assessments in Mathematics by 05/23/2014 as measured by Quality core end-of-course assessments.

Strategy1:

Professional Learning - The Fayette County Math Team will be trained in the Global Scholar Achievement Series. Berry High School will receive turnaround training from team members.

Research Cited: Global Scholar

Activity - Global Scholar Achievement Series Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mr. Jeff Banks will participate in a Professional Learning Activity and turnaround the training to other faculty members.	Professional Learning			09/11/2013	05/23/2014	\$0 - No Funding Required	Jeff Banks, Director of Curriculum and Instruction, Technology Coordinator

Strategy2:

Professional Learning - All 9-12 mathematics teachers will attend Quality Core training on August 14th, August 16th, October 24th, November 21st, January 17th, and February 27th.

Research Cited: AMSTI

Activity - Quality Core Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 9-12 mathematics teachers will attend Quality Core training on August 14th, August 16th, October 24th, November 21st, January 17th, and February 27th.	Professional Learning			08/14/2013	05/23/2014	\$2000 - General Fund	Director of Curriculum and Instruction

Goal 5:

At least 70% of students in grades 7-8 will score at grade level or above on the end-of-year Global Scholar Performance Series assessment in the areas of Math and Reading.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency on the end of year Global Scholar Performance Series Assessment in Mathematics by 05/20/2014 as measured by Global Scholar Performance Series Assessment.

Strategy1:

Alabama Technology Plan: Transform 2020

Berry High School

Professional Learning - Global Scholar Performance Series Data Dive training

Research Cited: Global Scholar, AMSTI

Activity - Global Scholar Data Dive Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seventh and Eighth grade reading teachers will be trained on interpreting the Global Scholar Performance Series Data.	Professional Learning			08/20/2013	12/19/2013	\$0 - No Funding Required	Director of Curriculum and Instruction, Technology Coordinator

Measurable Objective 2:

70% of All Students will demonstrate a proficiency on the end of year Global Scholar Performance Series Assessment in Reading by 05/20/2014 as measured by Global Scholar Performance Series Assessment.

Strategy1:

Professional Learning - Global Scholar Performance Series Data Dive training

Research Cited: Global Scholar, AMSTI

Activity - Global Scholar Data Dive Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seventh and Eighth grade reading teachers will be trained on interpreting the Global Scholar Performance Series Data.	Professional Learning			08/20/2013	12/19/2013	\$0 - No Funding Required	Director of Curriculum and Instruction, Technology Coordinator

Goal 6:

All students at Berry High School will graduate with their cohort and will be College and/or Career Ready

Measurable Objective 1:

demonstrate a proficiency in the Math and Reading portions of the AHSGE to meet graduation requirements by 05/20/2014 as measured by AHSGE.

Strategy1:

AHSGE Remediation class - Students who have not passed the Reading and Math portions of the AHSGE will be assigned a remediation class.

Research Cited: Alabama High School Graduation Exam Review Guide from Enrichment Plus

Activity - Remediation Class	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students who have not passed the Reading and Math portions of the AHSGE will attend a remediation class.	Academic Support Program			08/19/2013	05/20/2014	\$0 - No Funding Required	Principal, Assistant Principal

Measurable Objective 2:

collaborate to help students make smooth transitions by 05/20/2014 as measured by student and parent participation.

Strategy1:

Transitions - •Sixth grade to seventh grade – [1]The counselor will go into the sixth grade classrooms and provide a lesson including: discussion of fears, expectations, and concerns regarding moving to high school; study skills including organization and study habits; and a tour of the high school campus led in small groups by BHS students. [2]There will also be a parent orientation held the week before school begins provided by the principal, counselor, and faculty to review rules, policies, schedules, grades, and procedures. Students may also purchase lockers and walk through their classes. [3]The Parent Involvement Committee organizes several events each year including the Little Miss/Mr. Berry pageant in January. Through this event faculty members from the high school work with about seventy elementary students yearly. [4]Elementary students are encouraged to attend all BHS athletic events which allows them to become familiar with the facilities at the high school.

•Eighth grade to ninth grade – There is no change in facilities for BHS ninth grade students; however, eighth grade students must make a decision on which high school tract they will follow. The eighth grade students must be prepared to choose the most appropriate tract: standard or advanced. [1]The counselor will administer an aptitude and interest inventory to all eighth grade students. These results are used as the basis for lessons on careers and goal setting. [2]In the spring the counselor will conduct a meeting for all eighth grade parents. The career inventory results will be discussed along with the advanced and standard diplomas. Parents will sign a statement verifying the tract their child will follow.

•Twelfth grade to post secondary – Students must be prepared to enter a four year college, technical school, apprenticeship, or the work force. [1] There is a senior parent information Session held in August that all seniors and their parents are invited to attend. The principal, counselor, and senior sponsors relate information on financial aid, scholarships, admission requirements, and senior expenses. [2]Bevill State Community College hosts Career Day for seniors to speak to representatives from various colleges, technical programs, armed forces, and vocations. [3]Bevill State Community College also hosts College Day where various post secondary institutions are represented. Seniors may talk to college representatives and receive information to take home to share with their parents. [4]The counselor will present various lessons based on senior needs.

Research Cited: Fayette County Guidance and Counselling Plan

Alabama Technology Plan: Transform 2020

Berry High School

Activity - Sixth Grade Orientation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor will go to the sixth grade classrooms and provide a lesson including: discussion of fears, expectations, and concerns regarding moving to the high school; study skills including organization and study habits; and a tour of the high school campus led in small groups by BHS students. There will be also be a parent orientation held the week before school begins provided by the principal, counselor, and faculty to review rules, policies, schedules, grades, and procedures.	Academic Support Program			08/12/2013	05/20/2014	\$0 - No Funding Required	Guidance Counselor and Principal

Activity - 8th Grade Diploma Tract	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor will administer an aptitude and interest inventory to all eighth grade students. These lessons will be used as the basis for lessons on careers and goal setting. In the spring there will be a meeting for all eighth grade parents to discuss the diploma tracts available and the career inventory results. Parents will choose the diploma tract and sign a statement verifying the tract their child will follow.	Career Preparation/Orientation			08/12/2013	05/20/2014	\$0 - No Funding Required	Counselor

Activity - 12th Grade College and Career	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A senior parent information session will be held in August. All seniors and their parents will be invited to attend the meeting. The principal, counselor, and senior sponsors will relate information on financial aid, scholarships, admission requirements, and senior expenses. Beville State Community College hosts Career Day for seniors to speak to representatives from various colleges, technical programs, armed forces, and vocations. Beville State also hosts College Day where various post secondary institutions are represented. The counselor will present various lessons based on senior needs throughout the year.	Career Preparation/Orientation			08/12/2013	05/20/2014	\$0 - No Funding Required	Principal Counselor Senior Sponsors

Measurable Objective 3:

collaborate to provide highly qualified teachers to all students at Berry High School by 05/20/2014 as measured by Graduation Rate.

Strategy1:

Teach in Alabama - Berry High School will use Teach in Alabama to recruit and screen highly qualified applicants for all positions.

Alabama Technology Plan: Transform 2020

Berry High School

Research Cited: Teach in Alabama

Activity - Recruiting New Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Teach in Alabama to recruit highly qualified teachers	Recruitment and Retention			08/19/2013	05/20/2014	\$1200 - District Funding	Principal

Strategy2:

Teacher Mentoring Program - All new teachers will be assigned an experienced teacher as a mentor

Research Cited: ALSDE

Activity - Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All new teachers will be assigned a mentor	Recruitment and Retention			08/20/2013	05/20/2014	\$0 - No Funding Required	Principal and lead teachers

Measurable Objective 4:

demonstrate a proficiency in assisting struggling learners through our RtI program by 05/20/2014 as measured by the percentage of students entering Tier II or Tier III .

Strategy1:

Problem Solving Team - Berry High School will implement a Problem Solving Team that will meet to address needs of struggling students.

Research Cited: IDEA 2004, NCLB

Activity - Problem Solving Team Bi-Monthly Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The problem solving team will meet bi-monthly to discuss data and evaluate progress monitoring of struggling students	Academic Support Program			08/20/2013	05/20/2014	\$0 - No Funding Required	RtI Team Members, Principal

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:

100% of All Students will 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 in Career & Technical

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 - Email Intergration	Activity Type	Tier	Phase	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			08/20/2013	08/03/2015	\$4500 - District Funding	Technology Coordinator

Activity - Web Hosting Service	Activity Type	Tier	Phase	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	08/03/2015	\$8695 - District Funding	Technology Coordinator, Network Administrator

Activity - Phone Services	Activity Type	Tier	Phase	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			08/01/2013	07/14/2014	\$48000 - District Funding	Technology Coordinator, Network Administrator, Principals

Alabama Technology Plan: Transform 2020

Berry High School

Activity - Firewall/Network Security	Activity Type	Tier	Phase	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	08/03/2015	\$0 - No Funding Required	Network Administrator

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:

100% of All Students will demonstrate a proficiency in the effective use of standards-based digital media to learn and communicate real-world applications of concepts and processes individually and collaboratively by 05/20/2014 in Career & Technical by 05/20/2014 as measured by Classroom / student observation, Decreased usage of paper and hard copy materials, Speak-Up Surveys, Transform 2020 Surveys, Educate Alabama Data.

Strategy1:

Digital Content - Teachers and students will be provided online digital content in the area of Math.

Research Cited: Research Cited: NETS-S 2, CCRS Literacy Standards: Plan202 p. 13, 24, 26, 54, 78-79

Activity - Creation of Online Access Codes	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Technology Coordinator and the Curriculum Specialist will work with the faculty to ensure that they receive the online access code for the math textbooks	Professional Learning			08/01/2013	05/20/2014	\$35000 - State Funds	Curriculum Specialist, Textbook Coordinator, Technology Coordinator

Goal 2:

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

Measurable Objective 1:

2% of All Students will demonstrate a proficiency in mathematics in Career & Technical by 05/22/2014 as measured by End of Course Assessments, Aspire, and Global Scholar.

Alabama Technology Plan: Transform 2020

Berry High School

Strategy1:

Global Scholar - Students will be assessed in Grades 3 - 8 in the areas of Math and Reading three times during the year. Students in Grades 9 - 12 will be assessed in

the Core Subject Areas of English, Science, Social Studies, and Math three times during the year using the Benchmark test created by the Fayette County Core Global

Scholar Team.

Research Cited: Global Scholar

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on Global Scholar Performance Series and Global Scholar Achievement Series. Teachers will also attend data meeting at the individual schools to understand the data and resources concerning Global Scholar. 7-1-13 - 5-20-2014	Professional Learning			07/01/2013	05/20/2014	\$0 - No Funding Required	Technology Coordinator, Professional Development Coordinator

Goal 3:

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

Measurable Objective 1:

100% of All Students will collaborate to 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. in Career & Technical by 05/20/2014 as measured by Transform 2020 Survey Results, Inventory Report, and Bandwidth Traffic Report.

Strategy1:

Alabama Supercomputer - Continue to support access through Alabama Supercomputer

Research Cited: The Broadband Imperative: Recommendation to Address K-12 Education Infrastruct Needs. (2012). Retrieved from www.setda.org

Activity - Wireless Access Points	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to increase the number of wireless access points at each school	Technology			09/19/2013	05/20/2014	\$12000 - Other	Technology Coordinator, Network Administrator

Activity - Monitor Broadband Access	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor Broadband access through the Bandwidth Traffic Data	Technology			09/19/2013	05/20/2014	\$0 - No Funding Required	Technology Coordinator

Measurable Objective 2:

100% of All Students will 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 in Career & Technical 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	Tier	Phase	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	08/03/2015	\$8695 - District Funding	Technology Coordinator, Network Administrator

Activity - Email Intergration	Activity Type	Tier	Phase	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			08/20/2013	08/03/2015	\$4500 - District Funding	Technology Coordinator

Activity - Firewall/Network Security	Activity Type	Tier	Phase	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	08/03/2015	\$0 - No Funding Required	Network Administrator

Alabama Technology Plan: Transform 2020

Berry High School

Activity - Phone Services	Activity Type	Tier	Phase	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			08/01/2013	07/14/2014	\$48000 - District Funding	Technology Coordinator, Network Administrator, Principals

Goal 4:

Increase the number of students scoring at a proficient level on the mathematics Quality Core end-of-course assessments.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency on the Quality core end-of-course assessments in Mathematics by 05/23/2014 as measured by Quality core end-of-course assessments.

Strategy1:

Professional Learning - The Fayette County Math Team will be trained in the Global Scholar Achievement Series. Berry High School will receive turnaround training from team members.

Research Cited: Global Scholar

Activity - Global Scholar Achievement Series Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mr. Jeff Banks will participate in a Professional Learning Activity and turnaround the training to other faculty members.	Professional Learning			09/11/2013	05/23/2014	\$0 - No Funding Required	Jeff Banks, Director of Curriculum and Instruction, Technology Coordinator

Strategy2:

Professional Learning - All 9-12 mathematics teachers will attend Quality Core training on August 14th, August 16th, October 24th, November 21st, January 17th, and February 27th.

Research Cited: AMSTI

Activity - Quality Core Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 9-12 mathematics teachers will attend Quality Core training on August 14th, August 16th, October 24th, November 21st, January 17th, and February 27th.	Professional Learning			08/14/2013	05/23/2014	\$2000 - General Fund	Director of Curriculum and Instruction

Goal 5:

At least 70% of students in grades 7-8 will score at grade level or above on the end-of-year Global Scholar Performance Series assessment in the areas of Math and Reading.

Measurable Objective 1:

Alabama Technology Plan: Transform 2020

Berry High School

70% of All Students will demonstrate a proficiency on the end of year Global Scholar Performance Series Assessment in Reading by 05/20/2014 as measured by Global Scholar Performance Series Assessment.

Strategy1:

Professional Learning - Global Scholar Performance Series Data Dive training

Research Cited: Global Scholar, AMSTI

Activity - Global Scholar Data Dive Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seventh and Eighth grade reading teachers will be trained on interpreting the Global Scholar Performance Series Data.	Professional Learning			08/20/2013	12/19/2013	\$0 - No Funding Required	Director of Curriculum and Instruction, Technology Coordinator

Measurable Objective 2:

70% of All Students will demonstrate a proficiency on the end of year Global Scholar Performance Series Assessment in Mathematics by 05/20/2014 as measured by Global Scholar Performance Series Assessment.

Strategy1:

Professional Learning - Global Scholar Performance Series Data Dive training

Research Cited: Global Scholar, AMSTI

Activity - Global Scholar Data Dive Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seventh and Eighth grade reading teachers will be trained on interpreting the Global Scholar Performance Series Data.	Professional Learning			08/20/2013	12/19/2013	\$0 - No Funding Required	Director of Curriculum and Instruction, Technology Coordinator

Goal 6:

All students at Berry High School will graduate with their cohort and will be College and/or Career Ready

Measurable Objective 1:

collaborate to help students make smooth transitions by 05/20/2014 as measured by student and parent participation.

Strategy1:

Transitions - •Sixth grade to seventh grade – [1]The counselor will go into the sixth grade classrooms and provide a lesson including: discussion of fears, expectations, and concerns regarding moving to high school; study skills including organization and study habits; and a tour of the high school campus led in small groups by BHS students. [2]There will also be a parent orientation held the week before school begins provided by the principal, counselor, and faculty to review rules, policies, schedules, grades, and procedures. Students may also purchase lockers and walk through their classes. [3]The Parent Involvement Committee organizes several events each SY 2014-2015

year including the Little Miss/Mr. Berry pageant in January. Through this event faculty members from the high school work with about seventy elementary students yearly. [4]Elementary students are encouraged to attend all BHS athletic events which allows them to become familiar with the facilities at the high school.

- Eighth grade to ninth grade – There is no change in facilities for BHS ninth grade students; however, eighth grade students must make a decision on which high school tract they will follow. The eighth grade students must be prepared to choose the most appropriate tract: standard or advanced. [1]The counselor will administer an aptitude and interest inventory to all eighth grade students. These results are used as the basis for lessons on careers and goal setting. [2]In the spring the counselor will conduct a meeting for all eighth grade parents. The career inventory results will be discussed along with the advanced and standard diplomas. Parents will sign a statement verifying the tract their child will follow.

- Twelfth grade to post secondary – Students must be prepared to enter a four year college, technical school, apprenticeship, or the work force. [1] There is a senior parent information Session held in August that all seniors and their parents are invited to attend. The principal, counselor, and senior sponsors relate information on financial aid, scholarships, admission requirements, and senior expenses. [2]Bevill State Community College hosts Career Day for seniors to speak to representatives from various colleges, technical programs, armed forces, and vocations. [3]Bevill State Community College also hosts College Day where various post secondary institutions are represented. Seniors may talk to college representatives and receive information to take home to share with their parents. [4]The counselor will present various lessons based on senior needs.

Research Cited: Fayette County Guidance and Counselling Plan

Activity - Sixth Grade Orientation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor will go to the sixth grade classrooms and provide a lesson including: discussion of fears, expectations, and concerns regarding moving to the high school; study skills including organization and study habits; and a tour of the high school campus led in small groups by BHS students. There will be also be a parent orientation held the week before school begins provided by the principal, counselor, and faculty to review rules, policies, schedules, grades, and procedures.	Academic Support Program			08/12/2013	05/20/2014	\$0 - No Funding Required	Guidance Counselor and Principal

Alabama Technology Plan: Transform 2020

Berry High School

Activity - 12th Grade College and Career	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A senior parent information session will be held in August. All seniors and their parents will be invited to attend the meeting. The principal, counselor, and senior sponsors will relate information on financial aid, scholarships, admission requirements, and senior expenses. Bevill State Community College hosts Career Day for seniors to speak to representatives from various colleges, technical programs, armed forces, and vocations. Bevill State also hosts College Day where various post secondary institutions are represented. The counselor will present various lessons based on senior needs throughout the year.	Career Preparation/Orientation			08/12/2013	05/20/2014	\$0 - No Funding Required	Principal Counselor Senior Sponsors

Activity - 8th Grade Diploma Tract	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor will administer an aptitude and interest inventory to all eighth grade students. These lessons will be used as the basis for lessons on careers and goal setting. In the spring there will be a meeting for all eighth grade parents to discuss the diploma tracts available and the career inventory results. Parents will choose the diploma tract and sign a statement verifying the tract their child will follow.	Career Preparation/Orientation			08/12/2013	05/20/2014	\$0 - No Funding Required	Counselor

Measurable Objective 2:

demonstrate a proficiency in the Math and Reading portions of the AHSGE to meet graduation requirements by 05/20/2014 as measured by AHSGE.

Strategy1:

AHSGE Remediation class - Students who have not passed the Reading and Math portions of the AHSGE will be assigned a remediation class.

Research Cited: Alabama High School Graduation Exam Review Guide from Enrichment Plus

Activity - Remediation Class	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students who have not passed the Reading and Math portions of the AHSGE will attend a remediation class.	Academic Support Program			08/19/2013	05/20/2014	\$0 - No Funding Required	Principal, Assistant Principal

Measurable Objective 3:

collaborate to provide highly qualified teachers to all students at Berry High School by 05/20/2014 as measured by Graduation Rate.

Alabama Technology Plan: Transform 2020

Berry High School

Strategy1:

Teach in Alabama - Berry High School will use Teach in Alabama to recruit and screen highly qualified applicants for all positions.

Research Cited: Teach in Alabama

Activity - Recruiting New Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Teach in Alabama to recruit highly qualified teachers	Recruitment and Retention			08/19/2013	05/20/2014	\$1200 - District Funding	Principal

Strategy2:

Teacher Mentoring Program - All new teachers will be assigned an experienced teacher as a mentor

Research Cited: ALSDE

Activity - Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All new teachers will be assigned a mentor	Recruitment and Retention			08/20/2013	05/20/2014	\$0 - No Funding Required	Principal and lead teachers

Measurable Objective 4:

demonstrate a proficiency in assisting struggling learners through our RtI program by 05/20/2014 as measured by the percentage of students entering Tier II or Tier III .

Strategy1:

Problem Solving Team - Berry High School will implement a Problem Solving Team that will meet to address needs of struggling students.

Research Cited: IDEA 2004, NCLB

Activity - Problem Solving Team Bi-Monthly Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The problem solving team will meet bi-monthly to discuss data and evaluate progress monitoring of struggling students	Academic Support Program			08/20/2013	05/20/2014	\$0 - No Funding Required	RtI Team Members, Principal

2014-2015 Transform 2020 Plan

Overview

Plan Name

2014-2015 Transform 2020 Plan

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	\$35000
2	Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
3	All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$59695
4	Increase the number of students scoring at a proficient level on the mathematics and English Quality Core end-of-course assessments.	Objectives: 2 Strategies: 2 Activities: 3	Academic	\$2662
5	At least 50% of students in grades 7-8 will score at grade level or above on the end-of-year Global Scholar Performance Series assessment in the areas of Math and Reading.	Objectives: 2 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: Engage and Empower the Learner Through Technology

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in the effective use of standards-based digital media to learn and communicate real-world applications of concepts and processes individually and collaboratively by 05/20/2014 in Career & Technical by 05/20/2014 as measured by Classroom / student observation, Decreased usage of paper and hard copy materials, Speak-Up Surveys, Transform 2020 Surveys, Educate Alabama Data.

Strategy 1:

Digital Content - Teachers and students will continue to use online digital content in all subject areas

Research Cited: Research Cited: NETS-S 2, CCRS Literacy Standards: Plan202 p. 13, 24, 26, 54, 78-79

Activity - Kindle Fire Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Technology Coordinator and Media Specialist will work with the faculty to ensure that they receive online access to digital resources to enhance the curriculum	Academic Support Program	08/14/2014	05/20/2015	\$35000	State Funds	Technology Coordinator and Media Specialist

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

Measurable Objective 1:

100% of All Students will demonstrate a behavior of receiving instruction from teachers who have completed CCRS professional development training in Career & Technical by 05/20/2015 as measured by teachers attending workshops and training on Alabama's College and Career Ready Standards.

Strategy 1:

Global Scholar - Students will be assessed in Grades 3 - 8 in the areas of Math and Reading three times during the year.

Research Cited: Global Scholar

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on Global Scholar Performance Series. Teachers will also attend data meeting at the understand the data and resources concerning Global Scholar.	Professional Learning	08/14/2014	05/20/2015	\$0	No Funding Required	Technology Coordinator, Professional Development Coordinator

Alabama Technology Plan: Transform 2020

Berry High School

Activity - CCRS Implementation Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select faculty members at all levels will attend the State Department's CCRS Implementation Team quarterly meetings then they will provide turnaround training to other faculty members upon return.	Academic Support Program	08/14/2014	05/20/2015	\$0	No Funding Required	Director of Curriculum and Instruction, 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:

100% of All Students will demonstrate a behavior of having excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments and data. in Career & Technical by 05/20/2015 as measured by Transform 2020 Survey Results, Inventory Report, and Bandwidth Traffic Report.

Strategy 1:

Alabama Supercomputer Authority - Continue to support access through Alabama Supercomputer

Research Cited: The Broadband Imperative: Recommendation to Address K-12 Education Infrastruct Needs. (2012). Retrieved from www.setda.org

Activity - Monitor Broadband Access	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor Broadband access through the Bandwidth Traffic Data	Technology	08/14/2014	05/20/2015	\$0	No Funding Required	Technology Director

Activity - Wireless Access Points	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to increase the number of wireless access points at Berry High School	Technology	08/14/2014	05/20/2015	\$3000	USAC Technology	Technology Director

Strategy 2:

Communication Services for Berry High - 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.

Activity - Email	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Alabama Technology Plan: Transform 2020

Berry High School

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	08/14/2014	05/20/2015	\$0	No Funding Required	Technology Director
Activity - Web Hosting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	08/14/2014	05/20/2015	\$8695	District Funding	Technology Director
Activity - Firewall/Network Security	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	08/14/2014	05/20/2015	\$0	No Funding Required	Technology Director
Activity - Phone Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide local and long distance telephone services Berry High School.	Technology	08/14/2014	05/20/2015	\$48000	General Fund	Principal, Technology Coordinator

Goal 4: Increase the number of students scoring at a proficient level on the mathematics and English Quality Core end-of-course assessments.

Measurable Objective 1:

50% of Ninth and Tenth grade students will demonstrate a proficiency level of 149 on the Quality Core end-of-course assessments in Mathematics by 05/20/2015 as measured by Quality core end-of-course assessments.

(shared) Strategy 1:

Professional Learning - All math teachers will receive professional training during the 2014-2015 school year.

Research Cited: ALSDE

Activity - Quality Core Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Alabama Technology Plan: Transform 2020

Berry High School

All 9-12 subject area teachers will attend Quality Core training throughout the year.	Professional Learning	08/14/2014	05/20/2015	\$0	No Funding Required	Director of Curriculum and Instruction
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Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development on the implementation of Study Island.	Professional Learning	08/14/2014	05/20/2015	\$0	No Funding Required	Director of Curriculum and Instruction

Strategy 2:

Instructional Strategies - Teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. Materials will be copied for students and the school will be reimbursed for copier maintenance. Materials and supplies will be purchased. Library automation software will be maintained.

Research Cited: ALSDE

Activity - Modes of Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. Materials will be copied for students and the school will be reimbursed for copier maintenance. Materials and supplies will be purchased. Library automation software will be maintained.	Academic Support Program	08/14/2014	05/20/2015	\$2662	Title I Schoolwide	school administration

Measurable Objective 2:

65% of Tenth grade students will demonstrate a proficiency level of 154 on the English 10 Quality Core End of Course Assessment in English Language Arts by 05/20/2015 as measured by End of Course Assessment.

(shared) Strategy 1:

Professional Learning - All math teachers will receive professional training during the 2014-2015 school year.

Research Cited: ALSDE

Activity - Quality Core Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 9-12 subject area teachers will attend Quality Core training throughout the year.	Professional Learning	08/14/2014	05/20/2015	\$0	No Funding Required	Director of Curriculum and Instruction

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will receive professional development on the implementation of Study Island.	Professional Learning	08/14/2014	05/20/2015	\$0	No Funding Required	Director of Curriculum and Instruction
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Goal 5: At least 50% of students in grades 7-8 will score at grade level or above on the end-of-year Global Scholar Performance Series assessment in the areas of Math and Reading.

Measurable Objective 1:

50% of Seventh and Eighth grade students will demonstrate a proficiency on the end of year Global Scholar Performance Series Assessment in Mathematics by 05/20/2015 as measured by Global Scholar Performance Series Assessment.

(shared) Strategy 1:

Professional Learning Global Scholar - Global Scholar Training

Research Cited: Global Scholar

Activity - Global Scholar Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Seventh and Eighth grade subject area teachers will be trained on interpreting the Global Scholar Performance Series Data.	Professional Learning	08/14/2014	05/20/2015	\$0	No Funding Required	Director of Curriculum and Instruction, Technology Coordinator

Measurable Objective 2:

80% of Seventh and Eighth grade students will demonstrate a proficiency on the end of year Global Scholar Performance Series Assessment in Reading by 05/20/2015 as measured by Global Scholar Performance Series Assessment.

(shared) Strategy 1:

Professional Learning Global Scholar - Global Scholar Training

Research Cited: Global Scholar

Activity - Global Scholar Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Seventh and Eighth grade subject area teachers will be trained on interpreting the Global Scholar Performance Series Data.	Professional Learning	08/14/2014	05/20/2015	\$0	No Funding Required	Director of Curriculum and Instruction, 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
Quality Core Training	All 9-12 subject area teachers will attend Quality Core training throughout the year.	Professional Learning	08/14/2014	05/20/2015	\$0	Director of Curriculum and Instruction
Professional Development	Teachers will be trained on Global Scholar Performance Series. Teachers will also attend data meeting at the understand the data and resources concerning Global Scholar.	Professional Learning	08/14/2014	05/20/2015	\$0	Technology Coordinator, Professional Development Coordinator
CCRS Implementation Team	Select faculty members at all levels will attend the State Department's CCRS Implementation Team quarterly meetings then they will provide turnaround training to other faculty members upon return.	Academic Support Program	08/14/2014	05/20/2015	\$0	Director of Curriculum and Instruction, Principal
Global Scholar Training	Seventh and Eighth grade subject area teachers will be trained on interpreting the Global Scholar Performance Series Data.	Professional Learning	08/14/2014	05/20/2015	\$0	Director of Curriculum and Instruction, Technology Coordinator
Study Island	Teachers will receive professional development on the implementation of Study Island.	Professional Learning	08/14/2014	05/20/2015	\$0	Director of Curriculum and Instruction
Monitor Broadband Access	Monitor Broadband access through the Bandwidth Traffic Data	Technology	08/14/2014	05/20/2015	\$0	Technology Director
Email	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	08/14/2014	05/20/2015	\$0	Technology Director
Firewall/Network Security	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	08/14/2014	05/20/2015	\$0	Technology Director
Total					\$0	

Alabama Technology Plan: Transform 2020

Berry High School

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Phone Services	Provide local and long distance telephone services Berry High School.	Technology	08/14/2014	05/20/2015	\$48000	Principal, Technology Coordinator
Total					\$48000	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindle Fire Initiative	The Technology Coordinator and Media Specialist will work with the faculty to ensure that they receive online access to digital resources to enhance the curriculum	Academic Support Program	08/14/2014	05/20/2015	\$35000	Technology Coordinator and Media Specialist
Total					\$35000	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Modes of Instruction	Teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. Materials will be copied for students and the school will be reimbursed for copier maintenance. Materials and supplies will be purchased. Library automation software will be maintained.	Academic Support Program	08/14/2014	05/20/2015	\$2662	school administration
Total					\$2662	

USAC Technology

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Wireless Access Points	Continue to increase the number of wireless access points at Berry High School	Technology	08/14/2014	05/20/2015	\$3000	Technology Director
Total					\$3000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Alabama Technology Plan: Transform 2020

Berry High School

Web Hosting	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	08/14/2014	05/20/2015	\$8695	Technology Director
Total					\$8695	