



Alabama Technology Plan: Transform 2020

Fayette Middle 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?

Fayette Middle School is the only middle school in Fayette County. It is located in the town of Fayette and is approximately 45 minutes from Tuscaloosa. As a Title I School, we serve grades 5-8. Approximately 67 percent of the 457 students at Fayette Middle School qualify for free and reduced lunches. The school also has a large special education population that requires the assistance of 3 resource teachers and 5 paraprofessionals. Our student population consists of about 78 percent Caucasian, 21 percent African American, less than 1 percent Hispanic, and less than 1 percent Asian. Our student average attendance rate is 95.2 percent while our teacher attendance is 91.5 percent (including professional leave) and 94.5 (excluding professional leave).

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

The climate of FMS is one that is geared towards a positive environment where students are encouraged to pursue leadership roles. While adopting our own mission statement, we embrace the district mission: "to provide a safe, disciplined, learning environment that empowers all students to develop their full potential." We believe that in 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 FMS, 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.

Fayette Middle School has made notable achievements which align with our school's purpose and direction. One of our achievements is the implementation of Strategic Teaching Strategies in all subject areas at FMS. In order to accomplish this, we have held teacher workshops with state ARI Specialists and turnaround training with teachers from the middle school. During these training sessions, teachers were shown how to implement Before, During, and After strategies. The Strategic Teaching strategy lessons encompass a variety of differentiated instruction strategies, formative and summative assessments, technology integration, as well as best practice methods. We have also begun the implementation of Global Scholar testing in conjunction with Rtl in order to identify student strengths and weaknesses by the means of state benchmarks. The special education teachers and general education teachers work collaboratively in order to provide the best academic support available for students at FMS.

While FMS is a school that consistently strives to do what is in the best interest of students, there are areas in which improvements can be made. One need for improvement is effectively communicating with community members and stakeholders about our school's events, involvement opportunities, and student progress. To improve this area, we have invested in School Cast, an electronic marquee, and a school website (SchoolinSites). These tools are used to inform stakeholders and the community of school information, emergencies, and reminders. Another area for improvement is familiarizing staff members on the use and interpretation of data (formative and summative) in order to guide instructional decisions. Efforts are being made to improve this area by utilizing progress monitoring to guide instructional decisions. The staff at FMS will continue to attend professional development workshops on how to effectively use data for higher quality instruction.

Additional Information

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

AMSTI is also being used at FMS in math and science classrooms in addition to Strategic Teaching.

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.

In order to engage a variety of stakeholders, parents and business leaders of our community were asked to be a part of the development of the school's improvement plan. These particular stakeholders were chosen because the school's leadership team felt they had the skills and knowledge needed to help our school develop and implement the plan in a timely fashion. These stakeholders were also chosen because they are positive members of the community. They will help to ensure that our students are equipped with what they need in order to be successful while at our school as well as when they transition to the high school. At our initial meeting, stakeholders were told they were needed to assist us in deciding the needs of our school and how we could properly address these needs.

Meetings were held during the school day, as well as after school, so that all stakeholders would be given the opportunity to share valuable input. They have and continue to be an asset in helping our school grow academically and financially.

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

Representation from stakeholder groups included the FMS Leadership Team, parents, and local business leaders. The Leadership Team's responsibility was to ensure that necessary data was available so that pertinent goals could be established and written using attainable measures. Our stakeholder representations come from various backgrounds and community groups. Their responsibilities include evaluating the plan, offering suggestions for needed improvements, and attending meetings where the information in the plan is reviewed and their input may be given.

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

The final improvement plan is made available at a beginning of the year meeting. It is also distributed to all students and parents at the beginning of each year in the Superintendent's folder. Stakeholders are informed of the progress of our plan at an end of the year meeting.

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
- Inventory & Infrastructure Report-- Fast and Easy Access to network, and Availability of Technology
- School of Education (SOE) Accreditation Reviews/Reports
- Principal Walk-Through Checklist
- Professional Learning Evaluations, Lesson Plans
- SpeakUp Data
- State Government Regulations
- 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:

75% of All Students will demonstrate a proficiency in using technology tools to organize, interpret, and display data, as well as in using digital environments to collaborate and communicate in Practical Living by 05/20/2014 as measured by frequent opportunities to practice in multiple classroom environments.

Strategy1:

Technology Based Learning - Classroom teachers will provide regular and frequent opportunities for students to use technology as a learning tool. Students will prepare multimedia presentations using programs such as PowerPoint; they will work in online learning environments such as Edmodo and Remind 101; and they will utilize learning and assessment tools such as My Skills Tutor and Global Scholar. Students will utilize desktop and laptop computers, as well as mobile devices to conduct research, prepare presentations, take assessments, communicate with teachers, collaborate with classmates, publish written works, and solve problems.

Research Cited: ARI and AMSTI

| Activity - Teacher Training | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------|-------|------------|------------|-------------------------|--|
| Select teachers will participate in training to use iPads, iPods, Smartboards, elmos, etc. in order to facilitate student support in the classroom and to maximize technology-based learning opportunities. | Professional Learning | | | 08/19/2013 | 05/20/2014 | \$0 - Title I Part A | Local technology coordinators and assistants; in-service center trainers |

| Activity - Monitor Use of Technology as Learning Tools | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------|-------|------------|------------|---------------------------|---|
| Principal and/or assistant principal will monitor the use of technology as a learning tool through periodic walk throughs. | Policy and Process | | | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | Principal and/ or assistant principal, classroom teachers |

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| Activity - Lesson Planning | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------|-------|------------|------------|---------------------------|------------------------|
| Teachers will plan lessons that enable students to use technology in the learning process. Because most students still do not have access to technology and technology support at home, technology-based lessons and activities are critical for growth and development in the 21st century. | Policy and Process | | | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

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 Career & Technical and in Mathematics by 05/22/2014 as measured by End of Course Assessments, Aspire, and Global Scholar.

Strategy1:

Global Scholar - Students will be assessed in grades 5-8 in the areas of math and reading 3 times during the year.

Research Cited: Global Scholar

| Activity - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------|-------|------------|------------|---------------------------|--|
| Teachers will be trained in Global Scholar Performance Series and Global Scholar Achievement Series. Teachers will also attend data meetings at the individual schools to understand the data and resources concerning Global Scholar. | 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:

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 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 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 | 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 | 08/19/2014 | \$0 - District Funding | Network Administrator |

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

| Activity - Web Hosting | 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 | 05/22/2014 | \$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 | 07/31/2014 | \$48000 - District Funding | Technology Coordinator, Network Administrator, Principals |

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 05/20/2014 as measured by Transform 2020 Survey results, Inventory Report, and bandwidth traffic report.

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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 and 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 |

Goal 4:

To increase the number of middle school students scoring at a proficient level in mathematics.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency of improving achievement in Mathematics by 05/20/2014 as measured by scoring at grade level or above on Global Scholar Performance Series Tests.

Strategy1:

Strategic Teaching - Students will receive explicit, intensive instruction on reading standards from teachers who use ARI PAL strategic teaching strategies, incorporating a variety of instructional methods.

Research Cited: ARI

| Activity - Achievement and Performance Series Training | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------|-------|------------|------------|---------------------------|--|
| Teachers will be trained on the interpretation of the Global Scholar Data | Professional Learning | | | 06/24/2013 | 05/20/2014 | \$0 - No Funding Required | Previously trained faculty and principal |

| Activity - Variety of Instructional Methods | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------|-------|------------|------------|---------------------------|------------------------|
| All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. | Professional Learning | | | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

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| Activity - ARI PAL Strategies | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------|-------|------------|------------|---------------------------|------------------------|
| All teachers will incorporate appropriate "Before" strategies to introduce concepts and test prior knowledge, "During" strategies to provide explicit instruction, and "After" strategies to summarize big ideas or test students' grasp of the material into their daily lessons. | Professional Learning | | | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

Goal 5:

The number of students in grades 5-8 will become proficient in Reading at Fayette Middle School.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency of improving achievement in Reading by 05/20/2014 as measured by scoring at grade level or above on Global Scholar Performance Series Tests.

Strategy1:

Strategic Teaching - Students will receive explicit, intensive instruction on reading standards from teachers who use ARI PAL strategic teaching strategies.

Research Cited: ARI

| Activity - Variety of Instructional Methods | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------|-------|------------|------------|---------------------------|------------------------|
| All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. | Professional Learning | | | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

| Activity - ARI PAL Strategies | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------|-------|------------|------------|---------------------------|------------------------|
| All teachers will incorporate appropriate "Before" strategies to introduce concepts and test prior knowledge, "During" strategies to provide explicit instruction, and "After" strategies to summarize big ideas or test students' grasp of the material into their daily lessons. | Professional Learning | | | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

| Activity - Achievement and Performance Series Training | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------|-------|------------|------------|---------------------------|----------------------------|
| Previously-trained faculty members will provide training sessions for preparing resources and assessments to use in instruction. | Professional Learning | | | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | Previously trained faculty |

Goal 6:

All students at Fayette Middle School will attend school in a safe environment.

Measurable Objective 1:

collaborate to create a safe environment for all students at Fayette Middle School by 05/20/2014 as measured by Virtual Alabama and regular safety drills.

Strategy1:

Virtual Alabama Drills - Regular safety drills will be conducted and entered into Virtual Alabama throughout the year.

Research Cited: Virtual Alabama

| Activity - Safety Drills | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------|-------|------------|------------|---------------------------|---|
| Weather Drills, Lock-down drills, and fire drills will be conducted as required by the State Department of Education. | Other | | | 08/20/2013 | 05/20/2014 | \$0 - No Funding Required | Principal, Assistant Principal, Prevention and Support Supervisor |

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

Research Cited:

Alabama Technology Plan: Transform 2020

Fayette Middle 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 | 08/19/2014 | \$0 - District Funding | 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 | 07/31/2014 | \$48000 - District Funding | Technology Coordinator, Network Administrator, Principals |

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

| Activity - Web Hosting | 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 | 05/22/2014 | \$8695 - District Funding | Technology Coordinator, 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:

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75% of All Students will demonstrate a proficiency in using technology tools to organize, interpret, and display data, as well as in using digital environments to collaborate and communicate in Practical Living by 05/20/2014 as measured by frequent opportunities to practice in multiple classroom environments.

Strategy1:

Technology Based Learning - Classroom teachers will provide regular and frequent opportunities for students to use technology as a learning tool. Students will prepare multimedia presentations using programs such as PowerPoint; they will work in online learning environments such as Edmodo and Remind 101; and they will utilize learning and assessment tools such as My Skills Tutor and Global Scholar. Students will utilize desktop and laptop computers, as well as mobile devices to conduct research, prepare presentations, take assessments, communicate with teachers, collaborate with classmates, publish written works, and solve problems.

Research Cited: ARI and AMSTI

| Activity - Monitor Use of Technology as Learning Tools | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------|-------|------------|------------|---------------------------|---|
| Principal and/or assistant principal will monitor the use of technology as a learning tool through periodic walk throughs. | Policy and Process | | | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | Principal and/ or assistant principal, classroom teachers |

| Activity - Teacher Training | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------|-------|------------|------------|-------------------------|--|
| Select teachers will participate in training to use iPads, iPods, Smartboards, elmos, etc. in order to facilitate student support in the classroom and to maximize technology-based learning opportunities. | Professional Learning | | | 08/19/2013 | 05/20/2014 | \$0 - Title I Part A | Local technology coordinators and assistants; in-service center trainers |

| Activity - Lesson Planning | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------|-------|------------|------------|---------------------------|------------------------|
| Teachers will plan lessons that enable students to use technology in the learning process. Because most students still do not have access to technology and technology support at home, technology-based lessons and activities are critical for growth and development in the 21st century. | Policy and Process | | | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

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 Career & Technical and in Mathematics by 05/22/2014 as measured by End of Course Assessments, Aspire, and Global Scholar.

Alabama Technology Plan: Transform 2020

Fayette Middle School

Strategy1:

Global Scholar - Students will be assessed in grades 5-8 in the areas of math and reading 3 times during the year.

Research Cited: Global Scholar

| Activity - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------|-------|------------|------------|---------------------------|--|
| Teachers will be trained in Global Scholar Performance Series and Global Scholar Achievement Series. Teachers will also attend data meetings at the individual schools to understand the data and resources concerning Global Scholar. | 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:

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 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 and 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:

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 Measured by Transform 2020 Survey Results, Inventory Report, and Bandwidth Traffic Report..

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

Research Cited:

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

| 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 | 07/31/2014 | \$48000 - District Funding | Technology Coordinator, Network Administrator, Principals |

| Activity - Web Hosting | 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 | 05/22/2014 | \$8695 - District Funding | Technology Coordinator, Network Administrator |

| 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 | 08/19/2014 | \$0 - District Funding | Network Administrator |

Goal 4:

To increase the number of middle school students scoring at a proficient level in mathematics.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency of improving achievement in Mathematics by 05/20/2014 as measured by scoring at grade level or above on Global Scholar Performance Series Tests.

Strategy1:

Strategic Teaching - Students will receive explicit, intensive instruction on reading standards from teachers who use ARI PAL strategic teaching strategies, incorporating a variety of instructional methods.

Research Cited: ARI

| Activity - Achievement and Performance Series Training | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------|-------|------------|------------|---------------------------|--|
| Teachers will be trained on the interpretation of the Global Scholar Data | Professional Learning | | | 06/24/2013 | 05/20/2014 | \$0 - No Funding Required | Previously trained faculty and principal |

| Activity - Variety of Instructional Methods | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------|-------|------------|------------|---------------------------|------------------------|
| All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. | Professional Learning | | | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

| Activity - ARI PAL Strategies | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------|-------|------------|------------|---------------------------|------------------------|
| All teachers will incorporate appropriate "Before" strategies to introduce concepts and test prior knowledge, "During" strategies to provide explicit instruction, and "After" strategies to summarize big ideas or test students' grasp of the material into their daily lessons. | Professional Learning | | | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

Goal 5:

The number of students in grades 5-8 will become proficient in Reading at Fayette Middle School.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency of improving achievement in Reading by 05/20/2014 as measured by scoring at grade level or above on Global Scholar Performance Series Tests.

Strategy1:

Strategic Teaching - Students will receive explicit, intensive instruction on reading standards from teachers who use ARI PAL strategic teaching strategies.

Research Cited: ARI

| Activity - Achievement and Performance Series Training | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------|-------|------------|------------|---------------------------|----------------------------|
| Previously-trained faculty members will provide training sessions for preparing resources and assessments to use in instruction. | Professional Learning | | | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | Previously trained faculty |

| Activity - Variety of Instructional Methods | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------|-------|------------|------------|---------------------------|------------------------|
| All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. | Professional Learning | | | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

| Activity - ARI PAL Strategies | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------|-------|------------|------------|---------------------------|------------------------|
| All teachers will incorporate appropriate "Before" strategies to introduce concepts and test prior knowledge, "During" strategies to provide explicit instruction, and "After" strategies to summarize big ideas or test students' grasp of the material into their daily lessons. | Professional Learning | | | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

Goal 6:

All students at Fayette Middle School will attend school in a safe environment.

Measurable Objective 1:

collaborate to create a safe environment for all students at Fayette Middle School by 05/20/2014 as measured by Virtual Alabama and regular safety drills.

Strategy1:

Virtual Alabama Drills - Regular safety drills will be conducted and entered into Virtual Alabama throughout the year.

Research Cited: Virtual Alabama

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| Activity - Safety Drills | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------|-------------|--------------|-------------------|-----------------|------------------------------------|---|
| Weather Drills, Lock-down drills, and fire drills will be conducted as required by the State Department of Education. | Other | | | 08/20/2013 | 05/20/2014 | \$0 - No Funding Required | Principal, Assistant Principal, Prevention and Support Supervisor |

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: 4 | Academic | \$15907 |
| 2 | Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students | Objectives: 1 Strategies: 2 Activities: 3 | Academic | \$0 |
| 3 | All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it. | Objectives: 2 Strategies: 2 Activities: 6 | Organizational | \$73195 |
| 4 | Increase the number of students in grades 5-8 who are proficient in Reading at Fayette Middle School. | Objectives: 1 Strategies: 1 Activities: 5 | Academic | \$4273 |

Goal 1: Engage and Empower the Learner Through Technology

Measurable Objective 1:

75% of Eighth grade students will demonstrate a proficiency in using technology tools to organize, interpret, and display data, as well as in using digital environments to collaborate and communicate in Career & Technical by 05/22/2015 as measured by an end of the year benchmark assessment.

Strategy 1:

Technology Based Learning - Classroom teachers will provide regular and frequent opportunities for students to use technology as a learning tool. Students will prepare multimedia presentations using programs such as PowerPoint; they will work in online learning environments such as Edmodo and Remind 101; and they will utilize learning and assessment tools such as Global Scholar. Students will utilize desktop and laptop computers, as well as mobile devices to conduct research, prepare presentations, take assessments, communicate with teachers, collaborate with classmates, publish written works, and solve problems.

Research Cited: ARI and AMSTI

| Activity - Monitor Use of Technology as Learning Tools | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|--|
| Principal and/or assistant principal will monitor the use of technology as a learning tool through periodic walk throughs. | Policy and Process | 08/14/2014 | 05/22/2015 | \$0 | No Funding Required | Principal and/or assistant principal, classroom teachers |
| Activity - Lesson Planning | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will plan lessons that enable students to use technology in the learning process. Because most students still do not have access to technology and technology support at home, technology-based lessons and activities are critical for growth and development in the 21st century. | Policy and Process | 08/22/2014 | 05/22/2015 | \$0 | No Funding Required | All classroom teachers |
| Activity - Teacher Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Select teachers will participate in training to use iPads, iPods, Smartboards, elmos, etc. in order to facilitate student support in the classroom and to maximize technology-based learning opportunities. | Professional Learning | 08/14/2014 | 05/22/2015 | \$0 | Title I Part A | Local technology coordinators and assistants; in-service center trainers |
| Activity - Increase Access to Technology | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

| | | | | | | |
|---|------------|------------|------------|---------|---|--|
| Purchase additional equipment and software. | Technology | 10/01/2014 | 05/22/2015 | \$15907 | Title I Schoolwide, Title I Schoolwide | Rodney Hannah - Principal Vic Herren - Federal Programs Linda Thigpen - Media Specialist |
|---|------------|------------|------------|---------|---|--|

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 in Career and Technical in 8th grade in Career & Technical by 05/22/2015 as measured by End of Course Benchmark Assessment..

Strategy 1:

Technology Benchmark Assessment - Students will be assessed in grade 8 in the areas technology.

Research Cited: Fayette County 8th Grade Technology Benchmark Assessment

| Activity - End of Course Assessment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------------|------------|------------|-------------------|---------------------|--|
| At the end of the year, all 8th grade students will complete the Fayette County 8th Grade Technology Benchmark Assessment. | Career Preparation/Orientation | 08/14/2014 | 05/22/2015 | \$0 | No Funding Required | Rodney Hannah - Principal Melanie Trull - Teacher |

Strategy 2:

Career Preparedness Course - 8th grade students will complete Career Preparedness Part A during which they will begin developing their Kuder portfolio, complete career interest and skills assessments, and will complete a four-year plan to aid them in their transition to the high school.

Research Cited: ALSDE

| Activity - Career Preparedness Course Part A | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------------|------------|------------|-------------------|--------------------------------------|--|
| 8th grade students will complete Career Preparedness Part A during which they will begin their Kuder portfolio, complete career interests and skills assessments, and develop a four-year plan. | Career Preparation/Orientation | 01/06/2015 | 05/22/2015 | \$0 | Career and Technical Education Funds | Rodney Hannah - Principal Melanie Trull - Teacher |

| Activity - 4-Year Plan | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|---|
| Students will create a 4-Year Plan in the spring of their 8th grade year. | Academic Support Program | 01/06/2015 | 05/14/2015 | \$0 | No Funding Required | Rodney Hannah - Principal Tana Dodd - Career Coach Tonya Freeman - Counselor Melanie Trull - Teacher |

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 05/22/2015 as measured by Transform 2020 Survey results, Inventory Report, and bandwidth traffic report.

Strategy 1:

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 | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|---------------------|------------------------|
| Monitor broadband access through the bandwidth traffic data | Technology | 08/14/2014 | 05/22/2015 | \$0 | No Funding Required | Technology coordinator |

| 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 each school | Technology | 08/14/2014 | 05/22/2015 | \$12000 | Other | Technology coordinator and network administrator |

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 08/04/2015 as measured by Measured by Transform 2020 Survey Results, Inventory Report, and Bandwidth Traffic Report..

Strategy 1:

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

| Activity - Email Integration | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | 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 | 08/14/2014 | 05/22/2015 | \$4500 | District Funding | Technology Coordinator |

| 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 | 05/22/2015 | \$8695 | District Funding | Technology Coordinator, Network Administrator |

| 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 | 05/22/2015 | \$0 | District Funding | Network Administrator |

| Activity - Phone Services | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|-------------------|---|
| Provide local and long distance telephone services to each of the schools and central office locations. | Technology | 08/14/2014 | 05/22/2015 | \$48000 | District Funding | Technology Coordinator, Network Administrator, Principals |

Goal 4: Increase the number of students in grades 5-8 who are proficient in Reading at Fayette Middle School.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency by grade level in Reading by 05/22/2015 as measured by scoring at proficiency level or above on Global Scholar Performance Series Tests and Aspire..

Strategy 1:

Strategic Teaching - Students will receive explicit, intensive instruction on reading standards from teachers who use ARI PAL strategic teaching strategies.

Research Cited: ARI

| Activity - ARI PAL Strategies | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|--|--|
| All teachers will incorporate appropriate "Before" strategies to introduce concepts and test prior knowledge, "During" strategies to provide explicit instruction, and "After" strategies to summarize big ideas or test students' grasp of the material into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 | No Funding Required | All classroom teachers |
| Activity - Variety of Instructional Methods | 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. | Academic Support Program | 08/14/2014 | 05/22/2015 | \$4273 | Title I Schoolwide, Title I Schoolwide | Classroom teachers |
| Activity - Performance Series Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Previously-trained faculty members will provide training sessions for preparing resources and assessments to use in instruction. | Professional Learning | 08/14/2014 | 05/22/2015 | \$0 | No Funding Required | Previously trained faculty |
| Activity - Study Island | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students will use Study Island to improve math and reading skills | Academic Support Program | 08/14/2014 | 05/22/2015 | \$0 | No Funding Required | All subjects |
| Activity - RTI | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Student Intervention Program | Academic Support Program | 08/07/2014 | 05/22/2015 | \$0 | No Funding Required | Rodney Hannah - Principal Tonya Freeman - Counselor FMS RTI Team |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------|---|-----------------------|------------|------------|-------------------|--|
| Teacher Training | Select teachers will participate in training to use iPads, iPods, Smartboards, elmos, etc. in order to facilitate student support in the classroom and to maximize technology-based learning opportunities. | Professional Learning | 08/14/2014 | 05/22/2015 | \$0 | Local technology coordinators and assistants; in-service center trainers |
| Total | | | | | \$0 | |

Title I Schoolwide

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|----------------------------------|---|--------------------------|------------|------------|-------------------|--|
| Increase Access to Technology | Purchase additional equipment and software. | Technology | 10/01/2014 | 05/22/2015 | \$14407 | Rodney Hannah - Principal Vic Herren - Federal Programs Linda Thigpen - Media Specialist |
| Increase Access to Technology | Purchase additional equipment and software. | Technology | 10/01/2014 | 05/22/2015 | \$1500 | Rodney Hannah - Principal Vic Herren - Federal Programs Linda Thigpen - Media Specialist |
| Variety of Instructional Methods | 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. | Academic Support Program | 08/14/2014 | 05/22/2015 | \$1000 | Classroom teachers |

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| | | | | | | |
|----------------------------------|---|--------------------------|------------|------------|---------|--------------------|
| Variety of Instructional Methods | 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. | Academic Support Program | 08/14/2014 | 05/22/2015 | \$3273 | Classroom teachers |
| Total | | | | | \$20180 | |

Career and Technical Education Funds

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-----------------------------------|---|--------------------------------|------------|------------|-------------------|--|
| Career Preparedness Course Part A | 8th grade students will complete Career Preparedness Part A during which they will begin their Kuder portfolio, complete career interests and skills assessments, and develop a four-year plan. | Career Preparation/Orientation | 01/06/2015 | 05/22/2015 | \$0 | Rodney Hannah - Principal Melanie Trull - Teacher |
| Total | | | | | \$0 | |

Other

| 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 each school | Technology | 08/14/2014 | 05/22/2015 | \$12000 | Technology coordinator and network administrator |
| Total | | | | | \$12000 | |

No Funding Required

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--------------------------|--|--------------------------------|------------|------------|-------------------|--|
| End of Course Assessment | At the end of the year, all 8th grade students will complete the Fayette County 8th Grade Technology Benchmark Assessment. | Career Preparation/Orientation | 08/14/2014 | 05/22/2015 | \$0 | Rodney Hannah - Principal Melanie Trull - Teacher |
| Monitor Broadband Access | Monitor broadband access through the bandwidth traffic data | Technology | 08/14/2014 | 05/22/2015 | \$0 | Technology coordinator |
| Lesson Planning | Teachers will plan lessons that enable students to use technology in the learning process. Because most students still do not have access to technology and technology support at home, technology-based lessons and activities are critical for growth and development in the 21st century. | Policy and Process | 08/22/2014 | 05/22/2015 | \$0 | All classroom teachers |

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| | | | | | | |
|---|--|--------------------------|------------|------------|------------|---|
| 4-Year Plan | Students will create a 4-Year Plan in the spring of their 8th grade year. | Academic Support Program | 01/06/2015 | 05/14/2015 | \$0 | Rodney Hannah - Principal Tana Dodd - Career Coach Tonya Freeman - Counselor Melanie Trull - Teacher |
| ARI PAL Strategies | All teachers will incorporate appropriate "Before" strategies to introduce concepts and test prior knowledge, "During" strategies to provide explicit instruction, and "After" strategies to summarize big ideas or test students' grasp of the material into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 | All classroom teachers |
| Study Island | Students will use Study Island to improve math and reading skills | Academic Support Program | 08/14/2014 | 05/22/2015 | \$0 | All subjects |
| Monitor Use of Technology as Learning Tools | Principal and/or assistant principal will monitor the use of technology as a learning tool through periodic walk throughs. | Policy and Process | 08/14/2014 | 05/22/2015 | \$0 | Principal and/or assistant principal, classroom teachers |
| Performance Series Training | Previously-trained faculty members will provide training sessions for preparing resources and assessments to use in instruction. | Professional Learning | 08/14/2014 | 05/22/2015 | \$0 | Previously trained faculty |
| RTI | Student Intervention Program | Academic Support Program | 08/07/2014 | 05/22/2015 | \$0 | Rodney Hannah - Principal Tonya Freeman - Counselor FMS RTI Team |
| Total | | | | | \$0 | |

District Funding

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|----------------|---|---------------|------------|------------|-------------------|---|
| Phone Services | Provide local and long distance telephone services to each of the schools and central office locations. | Technology | 08/14/2014 | 05/22/2015 | \$48000 | Technology Coordinator, Network Administrator, Principals |

Alabama Technology Plan: Transform 2020

Fayette Middle School

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|---------------------------|--|------------|------------|------------|---------|--|
| 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 | 05/22/2015 | \$8695 | Technology Coordinator, Network Administrator |
| Email Integration | 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 | 05/22/2015 | \$4500 | Technology Coordinator |
| 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 | 05/22/2015 | \$0 | Network Administrator |
| Total | | | | | \$61195 | |