Alabama Technology Plan: Transform

2020

Samson High School

Geneva 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?

Samson is a rural area that lies in the southwest portion of Geneva County. The city of Samson has a population of roughly 2,000 people. It houses three different schools inside the city limits; these include Samson Elementary, Samson Middle School and Samson High School. Samson High School serves around 250 students from 9th -12th grade. Approximately 78% of the student body is white, 14% is black and 8% is other. It is one of 3 high schools in Geneva County School System. Geneva County Schools are located in a low tax based region which limits its resources. All teachers on staff at Samson are earned units from the Alabama Educational Foundation. There are fifteen teachers, one administrator, one librarian, one counselor and three paraprofessionals. Ten teachers possess a Master's Degree or higher. The current principal has served in that capacity for three years. Samson High School introduced three new faculty members this year (20% of total number of faculty). All schools in the Geneva County School System are accredited by the State of Alabama and by Southern Association of Schools and Colleges.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Mission

The mission of Samson High School is to produce confident, self-directed, lifelong learners that will become productive citizens in our global community.

BELIEFS

- A safe and physically comfortable environment promotes student learning.
- Facilitating open communication between school staff, learners, parents, and community promotes a sense of involvement and commitment to the entire educational process.
- A student's education is enhanced by positive relationships, extra-curricular activities and a system of academic, emotional and spiritual support.
- Student learning needs should be the primary focus of all decisions impacting the work of the school.
- Students learn in different ways and should be provided with a variety of instructional approaches, including the use of technology, to support their learning.
- Students are encouraged to participate in extra-curricular activities/clubs in order to develop leadership and teamwork skills outside the classroom.
- The faculty and staff's commitment to continuous improvement are imperative if our schools are to enable students to become confident, self-directed, lifelong learners.
- Faculty members commit themselves daily to seek out the best instructional approach to reach each individual student.

Samson Motto

"Inspire to Aspire"

Programs and Services

Samson offers programs such as ACCESS, RTI, STAR, ACT Periodic Testing, Stride Academy, Distance Learning, Credit Recovery, EL Program, Special Needs Instruction, Honors Diploma Program, National Honor Society, Math and Science Clubs, Alternative Education Program, Foreign Language (Spanish), 4-H, Career Technical Program, Drama, Marching Band, Counseling, Business Education, Agriscience Technology, Cheerleading, Yearbook, Football, Basketball, Baseball, Softball, Volleyball and Golf.

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.

Data from the 2015-2016 academic school year reflects an increase in the Reading proficiency scores on the ACT. The increase in the scores can be attributed to the implementation of research based intervention programs (i.e. Global Scholar).

Data from the 2015-2016 academic school year reflects an increase in the English proficiency scores on the ACT. The increase in scores can be attributed to the implementation of ACT QualityCore standards in correlation with the Alabama course of study and implementing strategic teaching principles in the classroom.

Additional Information

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

Samson's leadership team continually strives to promote student achievement by requiring that state performance indicators are aligned with curriculum and instruction. State performance indicators are a required component of all lesson plans submitted through INOW. Student achievement data is collected through STAR, ACT and PLAN benchmarks, ACT Periodic Aspire Testing, and school/system/state report cards. The information provided is analyzed to determine the educational achievements and areas of improvement to assist in evaluating the school's effectiveness in regards to student performance.

All students entering the ninth grade are assessed using the Standardized Test for Assessment and Reading (STAR) during the first few weeks of school in order to establish baseline data for goals. The assessment indicates the students' strengths and areas of focus. STAR testing is scheduled three times per year in order to track each student's reading comprehension level and math proficiency level.

Students with special needs are also assessed. The Alabama Alternative Assessment (AAA) is administered to students with special needs as addressed in the Individualized Education Plan (IEP).

After all data has been analyzed, teachers form small intervention groups within the classroom to address any and all weaknesses. Intervention classes are formed and parent conferences are scheduled. Progress Monitoring is administered more frequently to students who are below grade level standards. New activities are constructed for centers to address skills that need further reinforcement.

During the course of the school year, students not making adequate academic progress will be referred to Response to Instruction (RTI) for consideration of that student's individual needs. Academic needs are monitored closely, and the student receives tiered instruction as appropriate. Social and emotional needs of students are addressed through individual or group counseling.

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.

At the beginning of each school year, our faculty and staff revisited its mission statement to make sure it was in line with the schools overall goals and beliefs. All stakeholders at the local school were involved in this process. Local school administrators meet periodically with central office personnel at principal meetings, board meetings and parent conferences to discuss how each school is meeting state and federal guidelines and expectations. Samson High School arranges meetings throughout the school year to meet and discuss school goals, beliefs and procedures. This task is accomplished through county wide parent day/nights, and school programs such as Open House, Parent Information Night, parent/community surveys, and the Student and Community Advisory Councils to the Principal. The school uses student and teacher survey results to drive decision making. Parents and community leaders are embedded in the framework of our school clubs and organization activities. Samson High School maintains an open door policy in order to maintain a working relationship with all stakeholders in the community.

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

Samson faculty and staff actively solicit the input of stakeholders to strengthen expectations that help guide in the establishment of the school mission statement and core beliefs. School leaders, in collaboration with the building leadership team communicate with stakeholders annually to review each of the school goals and beliefs to ensure that its purpose is aligned with the system's mission statement and beliefs. Further, members of the School Improvement team examine trends in data that will fairly and equitably allocate resources to implement programs that will enable all students to meet and exceed expectations for their learning.

Policies and procedures for the systematic operation of our school are established through the Geneva County Board of Education. Recommendations for modification of policies and procedures may be submitted by any stakeholder to the Building Level Principal and/or Superintendent. Parents and teachers are encouraged to contact board members through proper use of the chain of command. This chain of command begins with the classroom teacher, the school administration, the Superintendent, and ends with the school board. Policies and procedures that are approved by the Board of Education are communicated to the administration, faculty, and staff of each school and then to the students and their parents. Samson High School maintains an open line of communication with all stakeholders through mailed correspondence, information broadcast through various methods of media, the student handbook, faculty handbook, faculty meetings, SchoolCast and Remind messaging, the school website, the Board of Education website, social media, and regularly scheduled town hall meetings.

Stakeholders play a vital role in providing leadership and contributing to the decision making process. Proposed policies will be communicated to the students and parents. Formal inclusion of all stakeholders is evident in the construction of each school's ACIP. Opportunities for participation includes input in various committee groups, in particular, calendar committees, capital improvement committee, ACIP committee, and direct participation in parent surveys.

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

   Stakeholders will be able to access the Approved Continuous Improvement Plan via the school website or may view the school copy located in the main office of the high school upon request. Samson has developed a system of communication, through a variety of channels, providing information on student performance and system effectiveness. The system and stakeholders share the following resources to access system and student information:

- Geneva County's Website provides information and documents.
- SchoolCast/Remind are services used to notify persons via a phone call/text message of any important events or information particular to specific stakeholders.
- Samson School Website offers information for use by the system, school faculty/staff members, and stakeholders pertaining to school news, school events, academics, athletics, clubs and organizations.
- Information Now Parent portal is open so that every parent can access their child's academic, discipline, and attendance data.
- Alabama State Department of Education website provides information and documents for use by the system, schools, and stakeholders that includes, but not limited to: System Report Cards, School Report Cards, and State Assessment scores by system and school.
- CIPs provide a framework for the system and schools to continuously assess progress and determine areas in need of academic improvement. Yearly goals and initiatives are developed by the staff in conjunction with the building level staff, parent representatives, and community representatives.
- Parent meetings are held at the school level to report student performance and system effectiveness.
- All board meetings are open to the community.
- RTI meetings, data meetings, and faculty meetings provide an avenue for sharing information regarding school and student performance. Curriculum Supervisors from the Instructional Support Department of the Central Office meet with school faculty members to share system and school assessment results. Spreadsheets and visual displays are provided to facilitate data analysis at these meetings.
- Collaborative meetings are conducted on a regular basis at the school level to analyze student performance data and to adjust classroom instruction for enhancing student learning.

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
- •Federal Government Regulations
- •Formative Assessments
- •Graduation Rates
- •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
- •Student Achievement Data
- •Technology Program Audit, etc.
- •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.

In order to assess the areas of need associated with Samson High School's technology infrastructure, we analyzed the SHS Technology Inventory. The areas of highest need for SHS are iPads for every student (1:1 Initiative), wireless internet access with appropriate bandwidth, and improved/updated equipment. The Geneva County School System plans to distribute iPads to all students beginning in November 2016. Currently, wireless internet access has been installed and is operating on a limited basis, based on current bandwidth. Wireless internet access will improve our ability to offer and use more technology equipment, enhance BYOD and iPad lessons and activities, and integrate technology seamlessly into all classrooms. Samson High School has one computer lab. These do have individual desktops for all workstations in the room. Currently, this classroom must be utilized for ACCESS classes needed for graduation requirements and further limits using a computer lab as a resource for other teachers. In addition, we currently do not have student computers in every classroom for students to be able to use during class. Providing multiple computers in each classroom also provides opportunities for students to use these computers on their school assignments in the classroom.

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.

According to the Samson High School's Technology Inventory, the school needs functional computers and mobile cart options. While teachers have access to a teacher-computer within the classroom and a projector, these resources are not accessible to students. Only 50% of classrooms have computers for student use, but not nearly enough for whole classroom participation. The one lab on campus is restricted to use for ACCESS classes needed for graduation requirements, so it is not available for teachers and their students to use. In order to achieve a climate that encourages student participation in 21st century skills, Samson High School would benefit from a true computer lab outfitted with up-to-date technology that is both student-friendly and student-accessible. Samson High School would also benefit from mobile laptop carts and/or IPad carts to further provide opportunities for those classrooms that do not currently have computers for students to access and use in conjunction with instruction.

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.

The following software programs have been implemented at Samson High School: Stride Academy, Star Testing, Kuder Assessment and Career Planning Program, McGraw-Hill Online Textbooks in English, ACT OnlinePrep software, and Microsoft Office Specialist programs, and basic word-processing software. According to the CIP Student Survey, students would benefit from access to a wider variety of student-friendly software within the classroom setting. Intervention software that is relevant to today's course of study standards is vital to continued growth in student achievement. Therefore, additional research-based remediation software programs are considered the greatest need related to technology Student Learning at Samson High School.

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.

Samson High School is committed to providing all faculty and staff professional learning and instructional development as it relates to technology. This is especially the case when referring to the 1:1 iPad Initiative and research based academic software programs. All teachers will participate in multiple professional learning opportunities related to personal iPad use and utilizing iPads and various other technologies in lesson development and integration into the classroom.

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.

According to the latest research related to technology in the classroom, students are more engaged when interactive technology is being implemented during classroom instruction. In the past year, Samson High School has provided the opportunity to all students to participate in interactive lessons through BYOD initiatives. As a result, student learning has increased dramatically. With this in mind, the primary goal related to technology-teacher use is to provide all students and teachers with a personal iPad for academic use.

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.

To effectively implement technology in the classroom, two prerequisites must exist. The first is actual type and number of technology resources available. The second is professional development for teachers on available technology resources. According to the latest Samson Technology Inventory and Teacher Survey, our school is lacking in both of these areas. Our teachers are equipped with a computer to help manage and maintain student performance. An example of this would be recording student grades, attendance and behavior in our state mandated computer software program, INow. In the area of using technology to improve student performance, increase understanding of concepts and advance 21st century skill building, our school is limited in the type and number of resources available. According to our technology survey, every teacher's classroom is equipped with a computer, projector, and interactive white board or student assigned technology devices. Although a majority of classrooms house a functioning interactive whiteboard. However, the goal moving forward is for all students and teachers to be issued a personal iPad for academic use at home and at school.

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.

The Alabama Technology Curriculum Standards are broken up into six different strands, technology operations and concepts, digital citizenship, research and information fluency, communication and collaboration, critical thinking, problem solving and decision making and creativity and innovation, with an overall goal of technology fluency. School administration must be fluent in technology. Administration must be able to apply and model these standards in a leadership capacity to the faculty, students and community. Technology is an ever evolving

resource; continuous up-to-date professional development must be ongoing in the area of technology. According to our school's Continuous Improvement Plan surveys and our school technology inventory, lack of technology resources such as student computers and school and classroom multimedia devices are a critical area of concern for our school. The employment of these types of resources and access to these resources would greatly enhance an administrator's ability to communicate and collaborate with a variety of stakeholders in an ever evolving society. It would allow the school administration to utilize, train and model the school's faculty and staff on new and improving methods of communication and instruction. Information is consistently being presented in an assortment of methods, having availability to advance technologies would permit the principal to receive, analyze, and distribute valuable student and school data to appropriate stakeholders. Currently, the principal has access to resources that allow the school to meet minimum state standards. These resources include computers, online network, websites and state required data software (INow). Using only these resources the principal will only be able to model the minimum amount of standards necessary to meet district and state requirements. It is the goal of the school administration to increase the type and amount of resources throughout the school in order to improve on the day to day operations of the school, teacher training, student performance and communications to all stakeholders. The standards by which the school administration will be held accountable in the areas of technology will be the district and state technology standards.

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.

Samson High School utilizes a variety of activities to promote the achievement of learning goals through technology. Students are enrolled in various ACCESS (online) courses that are strictly web-based, as well as through a state of the art Interactive Video Conference format. Other sources of technology based instructional based methodologies are as follows but not limited to: Stride Academy, ACT Aspire Periodic Assessments, online textbooks (McGraw Hill, et. al). The overall goal is to increase student learning and to enhance the overall learning experience at both the Middle School and High School levels. In the future, Samson High School seeks to expand these opportunities through the latest trends in technological advances as it relates to student achievement. Further, as extensive research continues to evolve, Samson High School will continue to seek professional development opportunities in the field of technology, as teacher development in the area of technology is vital to the overall academic success of all students. The most significant needs include: additional training and development in software programs, the addition of a new computer lab that would be designated only for technological advancement of students, the expansion of the IVC program through the offering of additional course content, advanced training and development in the areas of student data as it relates to continued increases in student achievement, and extensive training in specific technology-rich iPad programs and applications.

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.

Samson High School is committed to increased student learning and development, as well as increasing mathematics and English Language Arts proficiency on both the ACT and ACT Aspire. The following professional learning topics will focus on improving learning and productivity while preparing students for living and working in a digital world. All faculty and staff have completed basic fundamental training on all technological academic programs and devices. However, in order for such advancement to occur, all faculty and staff will be required to complete advanced training both online and interactive in all scientifically research-based programs (I.E. Ipads, Stride Academy, STAR, Interactive Whiteboards, Mobile Carts, online textbooks, ACCESS course offerings, and Interactive Video Conferencing). Select faculty and staff will be assigned the duty to attend local, state, and national professional learning and development opportunities throughout the school year and beyond. All training and development completed by faculty and staff will require turn-around training to be implemented.

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:

Develop consistent procedures for integrating technology into instruction.

Measurable Objective 1:

collaborate to determine and prioritze a set of consistent procedures for integrating iPads into the classroom by 05/25/2017 as measured by overall uniformity within each classroom.

Strategy1:

iPad Technology Integration - The Samson High School Leadership team, in collaboration with the Geneva County iPad Technology Committee, will meet monthly to assess the progress of the implementation of the 1:1 Initiative for Samson High School Students.

Category: Develop/Implement Learning Supports

Research Cited: Bonds-Raacke, J.M., & Raacke, J.D. (2008). Using Tablet PCs in the Classroom: An Investigation of Students' Expectations and Reactions. Journal of Instructional Psychology, 35 (3), 235.

Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Samson High School Leadership Team will meet monthly to assess the effectiveness of the implementation of the 1:1 Initiative and to discuss best practices that would lead to greater consistency within each classroom.	Academic Support Program	10/31/2016	05/25/2017	$0 - No Funding Required	Administration, Guidance Counselors, and Teachers

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:

Develop consistent procedures for integrating technology into instruction.

Measurable Objective 1:

collaborate to determine and prioritze a set of consistent procedures for integrating iPads into the classroom by 05/25/2017 as measured by overall uniformity within each classroom.

Strategy1:

iPad Technology Integration - The Samson High School Leadership team, in collaboration with the Geneva County iPad Technology

Committee, will meet monthly to assess the progress of the implementation of the 1:1 Initiative for Samson High School Students.

Category: Develop/Implement Learning Supports

Research Cited: Bonds-Raacke, J.M., & Raacke, J.D. (2008). Using Tablet PCs in the Classroom: An Investigation of Students' Expectations

and Reactions. Journal of Instructional Psychology, 35 (3), 235.

Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Samson High School Leadership Team will meet monthly to assess the effectiveness of the implementation of the 1:1 Initiative and to discuss best practices that would lead to greater consistency within each classroom.	Academic Support Program	10/31/2016	05/25/2017	$0 - No Funding Required	Administration, Guidance Counselors, and Teachers

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:

Samson High School students will increase proficiency scores in state standardized testing in the areas of math.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency score in Mathematics by 05/25/2017 as measured by ACT & ACT Aspire.

Strategy1:

Explicit Instruction - Explicit mathematics instruction will be presented to all students. General and resource teachers will provide whole

group and /or tiered instruction in the area of mathematics.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Pearson, P.D., & Dole, J.A. (1987). Explicit Comprehension Instruction: A review of research and a new conceptualization of

instruction. Elementary School Jornal, (Vol. 88), 151-165.

Activity - ACT Aspire Periodic Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The periodic assessments will be implemented up to 3 times leading to the date of the ACT Aspire testing in the spring. The data from these assessments will be used to help assess where students are struggling and deliver practice and instruction personalized to their specific needs as it correlates to the ACT Aspire.	Academic Support Program Technology	10/03/2016	04/03/2017	$1000 - District Funding	Media Specialists, Guidance Counselors, and Teachers

Goal 2:

Develop consistent procedures for integrating technology into instruction.

Measurable Objective 1:

collaborate to determine and prioritze a set of consistent procedures for integrating iPads into the classroom by 05/25/2017 as measured by overall uniformity within each classroom.

Strategy1:

iPad Technology Integration - The Samson High School Leadership team, in collaboration with the Geneva County iPad Technology Committee, will meet monthly to assess the progress of the implementation of the 1:1 Initiative for Samson High School Students.

Category: Develop/Implement Learning Supports

Research Cited: Bonds-Raacke, J.M., & Raacke, J.D. (2008). Using Tablet PCs in the Classroom: An Investigation of Students' Expectations and Reactions. Journal of Instructional Psychology, 35 (3), 235.

Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Samson High School Leadership Team will meet monthly to assess the effectiveness of the implementation of the 1:1 Initiative and to discuss best practices that would lead to greater consistency within each classroom.	Academic Support Program	10/31/2016	05/25/2017	$0 - No Funding Required	Administration, Guidance Counselors, and Teachers

Goal 3:

Samson High School students will increase proficiency scores in state standardized testing in the area of English Language Arts.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency score in English Language Arts by 05/25/2017 as measured by ACT & ACT Aspire.

Strategy1:

Explicit Instruction - Explicit English instruction will be presented to all students.   General and resource teachers will provide whole group and/or tiered instruction in the area of English Language Arts.

Category: Develop/Implement Learning Supports

Research Cited: Pearson, P.D., & Dole, J.A. (1987). Explicit Comprehension Instruction: A review of research and a new conceptualization of instruction. Elementary School Journal, (Vol. 88), 151-165.

Activity - ACT Aspire Periodic Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The periodic assessments will be implemented up to three times leading to the date of the ACT Aspire testing in the spring. The data from these assessments will be used to help assess where students are struggling and deliver practice and instruction personalized to their specific needs as it correlates to the ACT Aspire.	Academic Support Program Technology	10/03/2016	04/03/2017	$1000 - District Funding	Media Specialists, Guidance Counselors, and Teachers

2016-2017 Technology Goal Plan

Overview

Plan Name

2016-2017 Technology Goal 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	Samson High School students will increase proficiency scores in state standardized testing in the areas of math.	Objectives: 1 Strategies: 1 Activities: 2	Academic	$1750
2	Develop consistent procedures for integrating technology into instruction.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
3	Samson High School students will increase proficiency scores in state standardized testing in the area of English Language Arts.	Objectives: 1 Strategies: 1 Activities: 2	Academic	$1750

Goal 1: Samson High School students will increase proficiency scores in state standardized testing in the areas of math.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency score in Mathematics by 05/25/2017 as measured by ACT & ACT Aspire.

Strategy 1:

Explicit Instruction - Explicit mathematics instruction will be presented to all students. General and resource teachers will provide whole group and /or tiered instruction in the area of mathematics.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Pearson, P.D., & Dole, J.A. (1987). Explicit Comprehension Instruction: A review of research and a new conceptualization of instruction. Elementary School Jornal, (Vol. 88), 151-165.

Activity - Mathematics Design Collaborative Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators trained by MDC staff for strategic teacher strategies aimed at mathematics instruction.	Academic Support Program	08/05/2016	05/25/2017	$750	District Funding	Teachers and Administration

Activity - ACT Aspire Periodic Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The periodic assessments will be implemented up to 3 times leading to the date of the ACT Aspire testing in the spring. The data from these assessments will be used to help assess where students are struggling and deliver practice and instruction personalized to their specific needs as it correlates to the ACT Aspire.	Academic Support Program, Technology	10/03/2016	04/03/2017	$1000	District Funding	Media Specialists, Guidance Counselors, and Teachers

Goal 2: Develop consistent procedures for integrating technology into instruction.

Measurable Objective 1:

collaborate to determine and prioritze a set of consistent procedures for integrating iPads into the classroom by 05/25/2017 as measured by overall uniformity within each classroom.

Strategy 1:

iPad Technology Integration - The Samson High School Leadership team, in collaboration with the Geneva County iPad Technology Committee, will meet monthly to assess the progress of the implementation of the 1:1 Initiative for Samson High School Students.

Category: Develop/Implement Learning Supports

Research Cited: Bonds-Raacke, J.M., & Raacke, J.D. (2008). Using Tablet PCs in the Classroom: An Investigation of Students' Expectations and Reactions. Journal of Instructional Psychology, 35 (3), 235.

Activity - Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Samson High School Leadership Team will meet monthly to assess the effectiveness of the implementation of the 1:1 Initiative and to discuss best practices that would lead to greater consistency within each classroom.	Academic Support Program	10/31/2016	05/25/2017	$0	No Funding Required	Administration, Guidance Counselors, and Teachers

Goal 3: Samson High School students will increase proficiency scores in state standardized testing in the area of English Language Arts.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency score in English Language Arts by 05/25/2017 as measured by ACT & ACT Aspire.

Strategy 1:

Explicit Instruction - Explicit English instruction will be presented to all students. General and resource teachers will provide whole group and/or tiered instruction in the area of English Language Arts.

Category: Develop/Implement Learning Supports

Research Cited: Pearson, P.D., & Dole, J.A. (1987). Explicit Comprehension Instruction: A review of research and a new conceptualization of instruction. Elementary School Journal, (Vol. 88), 151-165.

Activity - Literacy Design Collaborative Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators trained by LDC staff for strategic teaching strategies aimed at mathematics instruction.	Academic Support Program	08/05/2016	05/25/2017	$750	District Funding	Teachers and Administration

Activity - ACT Aspire Periodic Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The periodic assessments will be implemented up to three times leading to the date of the ACT Aspire testing in the spring. The data from these assessments will be used to help assess where students are struggling and deliver practice and instruction personalized to their specific needs as it correlates to the ACT Aspire.	Academic Support Program, Technology	10/03/2016	04/03/2017	$1000	District Funding	Media Specialists, Guidance Counselors, and Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ACT Aspire Periodic Assessments	The periodic assessments will be implemented up to three times leading to the date of the ACT Aspire testing in the spring. The data from these assessments will be used to help assess where students are struggling and deliver practice and instruction personalized to their specific needs as it correlates to the ACT Aspire.	Academic Support Program, Technology	10/03/2016	04/03/2017	$1000	Media Specialists, Guidance Counselors, and Teachers
Mathematics Design Collaborative Training	Teachers and administrators trained by MDC staff for strategic teacher strategies aimed at mathematics instruction.	Academic Support Program	08/05/2016	05/25/2017	$750	Teachers and Administration
ACT Aspire Periodic Assessments	The periodic assessments will be implemented up to 3 times leading to the date of the ACT Aspire testing in the spring. The data from these assessments will be used to help assess where students are struggling and deliver practice and instruction personalized to their specific needs as it correlates to the ACT Aspire.	Academic Support Program, Technology	10/03/2016	04/03/2017	$1000	Media Specialists, Guidance Counselors, and Teachers
Literacy Design Collaborative Training	Teachers and administrators trained by LDC staff for strategic teaching strategies aimed at mathematics instruction.	Academic Support Program	08/05/2016	05/25/2017	$750	Teachers and Administration
				Total	$3500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Team Meetings	The Samson High School Leadership Team will meet monthly to assess the effectiveness of the implementation of the 1:1 Initiative and to discuss best practices that would lead to greater consistency within each classroom.	Academic Support Program	10/31/2016	05/25/2017	$0	Administration, Guidance Counselors, and Teachers
				Total	$0	