Alabama Technology Plan: Transform

2020

Robert F. Bumpus Middle School

Hoover City 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?

Robert F. Bumpus Middle School opened in 1999 with 5th and 6th grade students. 7th and 8th grade students were added to the student population over the next two years with the 5th graders moving to a newly built elementary school, Deer Valley Elementary School, in 2001. In the Spring of 2011, the decision was made to relocate Bumpus from its Lake Cyrus location to the former Hoover City Schools Freshman Campus. With this location came the separation of the 6th grade students from the 7th and 8th grade students. The 6th grade students remained behind to form Hoover's first intermediate school, Brock's Gap Intermediate School, along with 5th grade students from the three feeder elementary schools: Trace Crossings, South Shades Crest and Deer Valley. Additionally, the principal who opened Bumpus in 1999 retired, and a Bumpus Assistant Principal of eight years was selected as the next principal for the school We began in our new location with one principal and one assistant principal and have since added one additional assistant principal.

Bumpus has four academic teams at each grade level and follows the traditional middle school teaming model on each team and at each grade level. Additionally, Bumpus is able to offer Physical Education to all students and several elective courses including Choir, Band, Family Living, Theatre, Art, Computer Science, Digital Photography, Multimedia, Health, French, and Spanish.

Bumpus is nestled in the suburban community of Hoover, Alabama, with an estimated population of 84,353. Incorporated in 1967, Hoover has grown steadily from its original 410 residents to nearly 83,353. It is now the sixth largest city in the state, suburb to Alabama's largest city, Birmingham. The Hoover City School system, which was established in 1988, has grown from five elementary schools, one middle school, and one high school to ten elementary schools, one intermediate school, three middle schools, two high schools, and one alternative school in order to meet the growing needs of the community. Bumpus Middle School faces the challenge of meeting the needs of increased student population due to its location in a rapidly growing area of Hoover's residential expansion.

This year, after steady growth, our population is at 850 students and growing daily. The current racial composition of Bumpus is 48.1% White, 32% Black, 7.3% Hispanic, 11.4% Asian, 1.2% . When compared to the earliest available data for Bumpus, 2000-2001, with an enrollment of 621 represented by the following ethnic enrollment 89.2% White, 5.8% Black, 0.5% Hispanic, and 4.5% Asian, one can see that the racial composition of Bumpus has changed considerably.

The number of identified special education students at Bumpus in the school year 2002-2003 (without 6th grade for an accurate comparison to current data) was 16 in 7th grade and nine in 8th grade. Sixty-nine students are identified with exceptionalities for the 2016-2017 school year. 53 students are receiving services with 30 in 7th grade and 23 in 8th grade. Sixteen students are considered gifted and do not receive services from the special education department. The special needs of students range from Learning Disabled to students with Autism, Hearing/Visual Impairments, Speech Language Impairments, and Other Health Impairments. All of our Special Education students receive instruction in the general education classroom by Highly Qualified teachers. Twenty-two students are classified with Limited English Proficiency (LEP) and 4 students are completing their monitoring years. In the 7th grade, there are 1 LEP1, 10 LEP2, and 2 FLEP2. In the 8th grade, there are 2 LEP1, 9 LEP2, 1 FLEP1, and 1 FLEP2. All of these students receive ELL services in the general education classroom and are monitored by a Highly Qualified ELL teacher.

The percentage of students at Bumpus Middle School who qualify for free and reduced lunches this year is 26.5% compared to the total percentages for Hoover City Schools of 24.53%. In 2000-2001 the comparison was 2% for Bumpus and 8% for HCS.

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.

R. F. Bumpus Middle School exists to fulfill the following mission:

R. F. Bumpus Middle School will recognize each student as unique and will provide dynamic learning opportunities within an atmosphere of collaboration to empower students to become responsible citizens and lifelong learners.

We envision a school in which all students are striving for personal excellence in academics and character in a caring, supportive environment. The faculty strives to make a difference in the community and to make the students who attend Bumpus feel valuable and capable of high level achievement. Our goal is to develop students who are respectful, responsible and resourceful.

Therefore we will:

- Provide opportunities during the school day to support academic enrichment and remediation

- Provide opportunities during the school day for students to form a meaningful connection within the school

- Provide instruction that is based on the preferred learning style of the student

- Assist students in developing and monitoring their own academic and behavioral goals

- Provide a welcoming school climate for all stakeholders

- Promote mastery of instructional objectives realizing that the goal of the school is learning, not teaching

- Personalize the school environment by establishing a culture of appreciation and cooperation

Bumpus Middle School strives to assist the district's strategic goals to increase student achievement and learning, support a positive and collaborative culture, and improve organizational effectiveness.

Bumpus exists to help each child find his or her abilities and interests so that the student can move forward with more clarity in seeking the next step toward his/her future. This happens by exposing the students to new ideas and information, allowing them to have new life experiences, and building relationships with teachers and each other. Teachers at Bumpus are charged with making sure each student feels worthy and safe. Bumpus teachers are welcoming and flexible in adapting schedules and curriculum to meet the students' needs. The school environment is non-threatening and friendly which allows students to feel safe and more open to learning. Building relationships is a key focus of the Bumpus staff. Programs that assist with this include athletics, academic teams, clubs, and academies. We encourage our students to be leaders and have provided them with traditional opportunities such as student government association and peer helpers. Our intent is to create, cultivate, and foster a culture of leadership to ensure that each student is respectful, responsible, resourceful, and safe.

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.

We work to build strong, quality relationships with students and their families. Our strong character education program, implemented by a character quality of the month with reflective questions to guide faculty discussions with their students about the monthly character trait. These traits are also shared with parents so that the conversation can be continued at home.

We have made a concentrated effort to teach our students to be responsible digital citizens who use electronic devices appropriately for educational use. Parent education is a large component of this effort.

Several of our "non-academic" programs and activities support our belief that "No Significant Learning Can Occur Without Significant Relationships" as Dr. James P. Comer states.

An advisory program links students to a caring, responsible adult every two weeks. Students and teachers focus on respect of each other, acceptance of differences, and consistency with grades and study habits.

A community outreach program has been established whereby administrators and members of the Bumpus staff visit local apartment complexes after hours to provide guidance, information, and fellowship.

Areas for improvement include increasing our ability to differentiate for such a diverse population of students - by ethnicity, socio-economic background, and educational experiences. We are also looking for creative ways to make maximum use of the instructional staff we currently have to meet the needs of ALL of our students.

Bumpus Middle School is proud of its diverse student population, which presents vast differences in socioeconomic status, culture, ethnicity, language and linguistic ability. These vast differences can also present some unique challenges. One such challenge deals with low socioeconomic status students, who often lack access to the tools or support they need to be successful. Furthermore, six different ethnicities are reported as being represented at Bumpus Middle School, while eighteen languages other than English are reported as being spoken at home. Ethnic and linguistic diversity such as this presents challenges in adapting teaching practices to accommodate students' culture and prior knowledge level. Efforts to deal with these challenges are ongoing. All middle school students were provided Google Chromebooks in an effort to close the digital divide that existed among the varying socio-economic classes represented. Technology has also been utilized regularly to bridge the gaps in communication and overcome the array of language barriers. While challenges still exist, the diverse community at Bumpus Middle School provides the unique learning opportunity for students to interact and collaborate with individuals from all walks of life.

Furthermore, Bumpus Middle School serves as a microcosm of the larger, global community and world we live in and compete in today. Students leave Bumpus Middle School with a unique and newfound understanding, appreciation, and respect for those different from them. They also learn how to focus on the similarities rather than their differences. In addition, the teachers here are very welcoming and flexible, adapting schedules and curriculum to meet the students' needs. The environment is non-threatening and friendly which allows student to feel safe and more open to learning.

Some teachers tend to feel overwhelmed by everything going on to meet the needs of all of our students. Students come to us at two extremes: students who need more attention and lack the parental involvement and support at home needed to be successful and students whose parents are too involved and overwhelm the teacher with their demands. With an increase in our student population, teachers feel they are challenged by an increase in class sizes. Additionally, with the change from a 6-8 middle school to a 7-8 middle school fed by a 5-6 intermediate school, we have the unique challenge of making the students and parents feel a part of the school as quickly as possible and making the transition to the middle school as smooth as possible.

Additional Information

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

Bumpus stands out as an exemplary middle school due in part to the following programs and initiatives carried out consistently with all stakeholders:

RFB-TV - The Bumpus morning broadcast program has helped keep students informed of upcoming events but most importantly has created a culture of sharing, humor and entertainment for the faculty, staff and students. Everyone is included in programming aspects to further emphasize the relationships built at Bumpus between students, faculty, and staff.

Integration of Technology - 2012-2013 school term piloted the use of Nooks by 7th grade students. This technological tool has since been replaced by Dell Chromebooks for all middle school students in Hoover City Schools. Teachers have worked in professional development sessions and with the technology coach to effectively integrate this tool into day-to-day classroom instruction. Additionally, teachers have the use of iPads, Airliners, LCD projectors, voice amplifiers, and Google Platform Applications. The need to be responsible digital citizens is continuously emphasized to students and staff as these tools are used with greater frequency.

Implementation of digital resources such as Kami, Newsela, and Discovery Education and Stemscopes Techbooks.

Technology training for new students will occur quarterly and or as needed.

Instructional Support Department - Composed of three teachers and four aides; teachers have been encouraged and have embraced the co-teaching model and most effectively collaborate with a content area teacher to co-teach at least one class per day.

Effective Middle School Teaming Model - Each student is assigned to a four-man academic team. Each team meets regularly to discuss the academic, social, emotional, and disciplinary needs of the students on the team. Plans of action are discussed and then implemented to assist the student in becoming more successful.

Parent Education Sessions coordinated by counseling department - Presented each semester on topics such as ADHD, digital citizenship, and parenting a teen.

T.H.I.N.K posters - Students and faculty are encouraged to T.H.I.N.K before speaking. They should ask themselves: Is it True? Is it Helpful? Is it Inspiring? Is it Necessary? and/or Is it Kind? Reviewing these questions may help an individual decide to refrain from speaking or acting in a manner that will harm others.

Expectation Matrix - Believing that students should not be held accountable unless they know what is expected of them, the expectation matrix outlines how students are to behave in all aspects of the school to ensure that they are being respectful, responsible, resourceful, and safe.

Bystander Button - The Bystander Button was implemented in 2011 and provides students with an anonymous way to report bullying. Not only have students used the Bystander Button but parents have as well. The information from the button is reported immediately to the three administrators and two counselors in the form of a spreadsheet via email. Students and teachers have been reported on the Bystander Button.

Various forms of ETA - Extended Time and Assistance is offered each morning, every other Tuesday during the school day, and every Thursday during the school day for one hour for all students.

Advisory - Implementation of an advisory period to build small communities within the Bumpus family, to encourage positive relationships, and to connect with peers in a safe, respectful atmosphere.

Reading/Math Strategies and Academic Support - Designed to assist students who do not qualify for Reading intervention (RtI Tier II

intervention) but who are on the cusp of moving from level II to level III or who need additional assistance in comprehending text. This course is taught by our Literacy Coach.

Math 180 Course II- Some 8th grade students take as their 8th grade math course

Full time reading interventionist and math interventionist who teach Tier 2 and Tier 3 students.

New student tech training- Each month counselors meet with new students to train them on Bumpus technology.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Stakeholders involved include administrators, teachers and parents. Administrators provided teachers the opportunity to sign up for the Continuous Improvement Plan committee. Eleven staff members volunteered. Each member of the committee was given an equal voice in the discussion. A teacher was selected as facilitator so the voice of the administrators did not overshadow the voice of the other committee members. The CIP draft was communicated to Bumpus teachers during a meeting to solicit their ideas about and approval of the goals proposed by the committee.

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

Core teachers, elective teachers, and administrators were involved in the improvement planning process. Each group reviewed recent school data and looked at the tools available (to minimize funding expenses) to support improvement in an area of concern.

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 was communicated to stakeholders during Big Team sessions and a faculty meeting. Progress on the completion of the document was communicated to parents via email and the school bulletin. Drafts were submitted electronically with requests for feedback for the committee as needed.

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:

- •Continuous Improvement Plan
- •Discipline and Attendance Reports
- •Student Achievement Data
- •Transform2020 Surveys (*Required)

Needs Assessment

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

Wireless connectivity issues

Slow processing and severe lag in browsing speed on teacher desktop computers

Data: Alabama Transform Technology 2020 Survey: Teacher

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.

Out of date teacher computer infrastructure

Data: Alabama Transform Technology 2020 Survey: Teacher

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.

I teach my students about the responsibilities of digital citizenship through global/ cultural awareness and using digital tools to communicate about/with people in other cultures. (28% occasionally; 8% rarely)
I model collaboration by engaging in learning with students, colleagues, and others in online and face-to-face environments using digital devices and resources to support my students' success and innovation. (16% occasionally; 8% rarely)

Data: Alabama Transform Technology 2020 Survey: Teacher

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.

I participate in local and global learning communities to explore creative applications of technology to improve student learning. (56% occasionally, 4% rarely)
I evaluate and reflect on current research and Professional practice to make effective use of existing and emerging digital tools and resources in support of student learning. (28% occasionally)

Data: Alabama Transform Technology 2020 Survey: Teacher

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.

I 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 learning (28% occasionally; 8% rarely)

I plan activities that promote individual and collaborative student reflection using digital communication tools. (12% occasionally; 4% rarely)

Data: Alabama Transform Technology 2020 Survey: Teacher

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.

I plan instruction using the National Education Technology Standards (NETSStudents) to ensure my students have the knowledge, skills, and attitudes necessary for school (PK-21) and careers (16% occasionally; 16% rarely)

Data: Alabama Transform Technology 2020 Survey: Teacher

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.

I exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others (36% occasionally; 16% rarely)

Data: Alabama Transform Technology 2020 Survey: Teacher

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.

I advocate on local, state and national levels for policies, programs, and funding to support the use of digital tools and online resources so that all students are prepared for school (PK-21), careers, and adulthood (administrative survey results - 100% occasionally)

Data: Alabama Transform Technology 2020 Survey: Administration

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.

SAMR Training

Discovery Ed Textbook Training

Stemscopes Textbook Training

Newsela Training

ISTE Standards Implementation

Google Training

Monthly Engaged Learning Initiative Training by curriculum

What kind of Delivery Method(s)--Face-to-Face (primarily onsite and offsite for Techbook training)

Monthly for two hours - Big Team and Curriculum meeting time

Who will attend? (teacher, school administrator, literacy coach)

Who will present? (Tech Coach, building level Engage Learning Initiative Facilitators)

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:

R. F. Bumpus will increase the number of students reporting that they feel connected to the school to improve critical accountability measures.

Measurable Objective 1:

collaborate to create an environment in which the number of students reporting that they feel connected to school/faculty/staff (strongly agree and agree) will increase by 3% by 05/26/2017 as measured by an AdvancED student climate pre and post survey.

Strategy1:

Counselor Guidance - Counselors will use in-class guidance opportunities and new student meetings to connect with all students.

Category: Implement Guidance and Counseling Plan

Research Cited:

Brown, D., & Trusty, J. (2005). Designing and leading comprehensive school counseling programs: Promoting student competence and meeting student needs. Belmont, CA: Thomson Brooks/Cole.

Activity - Tech Ready Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New students will meet with counselors and Tech Coach monthly to learn how to use the digital tools provided by HCS.	Technology	09/01/2016	05/04/2017	$0 - No Funding Required	Counselors and Tech Coach

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:

Transform 2020 Goal 1- Engage and Empower the Learner Through Technology

Measurable Objective 1:

collaborate to ensure all learners will have effective, challenging, and empowering learning experiences both in and out of the school that prepare them to be active, creative, knowledgeable, and ethical participants in our globally networked society by 05/22/2020 as measured by Transform 2020 Student Survey.

Strategy1:

Researched Based Best Practices - Create and model innovative opportunities for students to implement research-based strategies that

foster student achievement by designing, developing, and facilitating quality citizenship in a digital age learning culture.

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

Research Cited: National Education Technology Plan - http://tech.ed.gov/netp/

Activity - Technology Use Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-wide emphasis on Hour of Code with students and faculty; Digital citizenship assembly led by technology coach and SRO	Direct Instruction Behavioral Support Program Academic Support Program Technology	08/15/2016	05/26/2017	$0 - No Funding Required	Faculty, Computer Science Teacher, Tech Coach, SRO

Activity - Tech Ready	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New students receive tech training	Technology Direct Instruction	08/15/2016	05/26/2017	$0 - No Funding Required	Counselors and Tech Coach

Activity - Implementation of Digital Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of digital resources such as Kami, Newsela, and Discovery Education and Stemscopes Techbooks; Students receive access to technology by 1:1 Chromebook initiative; all teachers use common Google platforms.	Technology Direct Instruction	08/15/2016	05/26/2017	$0 - No Funding Required	Faculty and Tech Coach

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:

Transform 2020 Goal 1- Engage and Empower the Learner Through Technology

Measurable Objective 1:

collaborate to ensure all learners will have effective, challenging, and empowering learning experiences both in and out of the school that

prepare them to be active, creative, knowledgeable, and ethical participants in our globally networked society by 05/22/2020 as measured by

Transform 2020 Student Survey.

Strategy1:

Researched Based Best Practices - Create and model innovative opportunities for students to implement research-based strategies that foster student achievement by designing, developing, and facilitating quality citizenship in a digital age learning culture.

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

Research Cited: National Education Technology Plan - http://tech.ed.gov/netp/

Activity - Tech Ready	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New students receive tech training	Technology Direct Instruction	08/15/2016	05/26/2017	$0 - No Funding Required	Counselors and Tech Coach

Activity - Implementation of Digital Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of digital resources such as Kami, Newsela, and Discovery Education and Stemscopes Techbooks; Students receive access to technology by 1:1 Chromebook initiative; all teachers use common Google platforms.	Technology Direct Instruction	08/15/2016	05/26/2017	$0 - No Funding Required	Faculty and Tech Coach

Activity - Technology Use Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-wide emphasis on Hour of Code with students and faculty; Digital citizenship assembly led by technology coach and SRO	Technology Academic Support Program Behavioral Support Program Direct Instruction	08/15/2016	05/26/2017	$0 - No Funding Required	Faculty, Computer Science Teacher, Tech Coach, SRO

16-17 Plan for Alabama Technology Plan: Transform 2020

Overview

Plan Name

16-17 Plan for Alabama Technology Plan: Transform 2020

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	Transform 2020 Goal 2 - Prepare and Support Teachers and Leaders to Graduate College-and-Career Ready Students	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
2	Transform 2020 Goal 1- Engage and Empower the Learner Through Technology	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$0

Goal 1: Transform 2020 Goal 2 - Prepare and Support Teachers and Leaders to Graduate College-and-Career Ready Students

Measurable Objective 1:

collaborate to prepare Tchrs & Leaders PK-12 to use & help stds use dig. resources & tech. tools in order to provide quality, engaging learning experiences that best prepare stds w/the skills, knowledge, & dispositions to be successful in school, careers, & adulthood by 06/30/2020 as measured by Transform 2020 Administration and Teacher Surveys.

Strategy 1:

Teacher Professional Development - Provide relevant and ongoing professional development opportunities for teachers to develop and incorporate effective digital tools in challenge-based lessons that require students to demonstrate creative/critical thinking, construct knowledge and develop innovative products and processes.

Category: Develop/Implement Professional Learning and Support

Research Cited: National Education Technology Plan - http://tech.ed.gov/netp/

Activity - ELF Curriculum Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tech coach provide professional development throughout the year; ELF program assist tech coach in ongoing professional development and model implementation of SAMR through curriculum department meetings; ELF program will model design thinking to prepare students to be creators instead of consumers	Technology, Professional Learning	08/15/2016	05/26/2017	$0	No Funding Required	ELF; Tech Coach; Faculty

Activity - Peer/Self Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Master schedule allows for peer observation and/or self reflection of instruction; Apply your PD/training in your classroom to reflect ISTE standards and SAMR model	Technology, Professional Learning	08/15/2016	05/26/2017	$0	No Funding Required	Faculty; Administration

Goal 2: Transform 2020 Goal 1- Engage and Empower the Learner Through Technology

Measurable Objective 1:

collaborate to ensure all learners will have effective, challenging, and empowering learning experiences both in and out of the school that prepare them to be active, creative, knowledgeable, and ethical participants in our globally networked society by 05/22/2020 as measured by Transform 2020 Student Survey.

Strategy 1:

Researched Based Best Practices - Create and model innovative opportunities for students to implement research-based strategies that foster student achievement by designing, developing, and facilitating quality citizenship in a digital age learning culture.

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

Research Cited: National Education Technology Plan - http://tech.ed.gov/netp/

Activity - Tech Ready	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New students receive tech training	Technology, Direct Instruction	08/15/2016	05/26/2017	$0	No Funding Required	Counselors and Tech Coach

Activity - Implementation of Digital Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of digital resources such as Kami, Newsela, and Discovery Education and Stemscopes Techbooks; Students receive access to technology by 1:1 Chromebook initiative; all teachers use common Google platforms.	Technology, Direct Instruction	08/15/2016	05/26/2017	$0	No Funding Required	Faculty and Tech Coach

Activity - Technology Use Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School-wide emphasis on Hour of Code with students and faculty; Digital citizenship assembly led by technology coach and SRO	Behavioral Support Program, Academic Support Program, Technology, Direct Instruction	08/15/2016	05/26/2017	$0	No Funding Required	Faculty, Computer Science Teacher, Tech Coach, SRO

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation of Digital Tools	Implementation of digital resources such as Kami, Newsela, and Discovery Education and Stemscopes Techbooks; Students receive access to technology by 1:1 Chromebook initiative; all teachers use common Google platforms.	Technology, Direct Instruction	08/15/2016	05/26/2017	$0	Faculty and Tech Coach
Peer/Self Observations	Master schedule allows for peer observation and/or self reflection of instruction; Apply your PD/training in your classroom to reflect ISTE standards and SAMR model	Technology, Professional Learning	08/15/2016	05/26/2017	$0	Faculty; Administration
Tech Ready	New students receive tech training	Technology, Direct Instruction	08/15/2016	05/26/2017	$0	Counselors and Tech Coach
ELF Curriculum Meetings	Tech coach provide professional development throughout the year; ELF program assist tech coach in ongoing professional development and model implementation of SAMR through curriculum department meetings; ELF program will model design thinking to prepare students to be creators instead of consumers	Technology, Professional Learning	08/15/2016	05/26/2017	$0	ELF; Tech Coach; Faculty
Technology Use Education	School-wide emphasis on Hour of Code with students and faculty; Digital citizenship assembly led by technology coach and SRO	Behavioral Support Program, Academic Support Program, Technology, Direct Instruction	08/15/2016	05/26/2017	$0	Faculty, Computer Science Teacher, Tech Coach, SRO
				Total	$0	