



# **Alabama Technology Plan: Transform 2020**

**Rainbow Elementary School**  
**Madison City Schools**

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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?**

Rainbow Elementary is a public school that is part of the Madison City School System. The school is located in Madison, Alabama, and serves the city of Madison. Located in North Alabama, Madison is located between Huntsville and Limestone County. The system was established in 1998 after separating from the Madison County School System and consists of two high schools, two middle schools, and seven elementary schools. The system has a \$60 million operating budget, employs 600+ certified staff members, and serves 9,300+ students.

Madison City formed its own school system after the city's residents voted to add an additional \$11 million property tax increase. Residents of Madison believe in a quality education for their children and have demonstrated that by raising their ad valorem taxes in support of education. Parents are active in their support of school functions by participating in booster clubs, PTA, school events, and school volunteer programs.

Many features about Madison make it an ideal place to raise and educate a child. Many residents work in highly technical jobs with companies such as SCI, Intergraph, Boeing, as well as the U.S. Army Aviation and Missile Command and NASA. Over 69% of adults in Madison hold Bachelor's or advanced degrees.

The students of Rainbow Elementary School are residents of an affluent suburban community with a population of 40,000. Rainbow's enrollment for the 2014-2015 school year is 850 students, Pre-K through 6th grade. Rainbow's student racial demographic is predominately white. Students that identify as white make up 64% of the population, while 17.5% identify as black, 8.3% as Asian, 3.4% as multi-racial, and 6.8% as non-Caucasian or unidentified races, make up the rest of the student population. Of Rainbow's faculty and staff, 71% identify themselves as white, 20% identify themselves as black, 4% identify as Asian, 3% identify as American Indian or Alaskan Native, with 2% as unidentified.

In 2012, Rainbow was selected to share part of the Madison City Preschool Program, which continues to grow. Due to its success in 2013 and 2014, for the 2014-2015 school year, Madison City Schools purchased a free-standing building adjacent to Rainbow Elementary for the sole purpose of the Office of School Readiness Pre-K program. The building is designed to function as an independent program; however, it does have access to all the programs that Rainbow Elementary provides. The Pre-K students are also offered transportation to Rainbow Elementary for the after-school Extended Day program. Madison City Schools was awarded 5 grants which allowed us to add another Pre-K class for this school year. In addition to our 5 Pre-K classes, we are also housing two Headstart classes for the Community Action partnership of North Alabama. These two classes serve children who meet the requirements for Headstart classes. One of these classes is an Office of School Readiness Pre-K class; the other is a traditional Pre-school class that serves 3 and 4 year olds.

Another program housed within Rainbow is the Developmentally Delayed program. There are two classrooms that have a lead teacher and several aides each. The children that make up these classes range from 4th to 6th grade. They are able to participate in adaptive physical education, music classes, art classes, as well as some general education classes such as guidance, physical education, and content area classes. These students' needs are met by individualized education plans for instruction of core and other academic concepts. These students are assessed using the Alabama Alternate Assessment and typically score in the acceptable or exceeding ranges.

Two new initiatives have begun this Fall at Rainbow Elementary. As of Fall 2014, Pre-K, and all kindergarten through 2nd grade students are participating in weekly Spanish language instruction with a certified Spanish teacher. In upper-elementary classes, 2nd through 6th grades are departmentalized. In 2nd through 4th grades, each student has one teacher for math and science classes, and another for reading/language arts and social studies classes. In 5th and 6th grades, students rotate classes and have three or four classes to cover all subject areas.

Rainbow Elementary provides an after school program for Pre-K through 6th grade students. Certified staff and other qualified staff oversee the program, which includes time for homework and acceleration of content area through computer programs, as well as student centered activities. The program runs until 6:00 in the evenings to help working parents with supervision of their children after school hours.

## 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.**

Rainbow's shared mission, with effective leadership and community cooperation, will provide all students with a nurturing environment, an uncompromising excellence in instruction, a relevant and rigorous curriculum and state-of-the-art facilities so that they can achieve their fullest potential, strive toward global learning, compete in the global work force and contribute positively to society. The vision of our school is to empower students for global success. To help meet our mission and vision, we provide our students will highly qualified teachers who collaborate weekly to examine student achievement and setbacks. We maintain and communicate our expectations to our students by providing constant feedback and target goals.

At Rainbow, students have the opportunity and privilege of getting to participate in a school-wide enrichment program. Monthly, every student has a block of time during which they develop and enhance skills in the area of health, community, art, citizenship, and government. Global learning is enhanced through the implementation of the national Common Core Math Standards and the College and Career Readiness Standards set forth by the state of Alabama. PLAN 2020 is being implemented in support of both Common Core and CCRS. This plan to prepare students for college or the workplace will ensure that Rainbow students are ready for their futures at the culmination of their high school careers.

At Rainbow, our students are being prepared to contribute to our community, state, and society. Through programs such as Rainbow Rocketeers, Make a Difference Day, and continuing character education efforts, our students are learning leadership skills, group adaptability, and responsibility. The Rocketeers are a group of students who serve as school leaders and role models for younger students. These students assist in making morning and afternoon procedures flow smoothly. Make a Difference Day is a program where students and teachers are made aware of their own responsibilities regarding school safety. Each student is constantly involved in programs developing character and responsibility both at school and at home.

Rainbow promotes student participation in extracurricular activities, as well as school sponsored clubs and programs. This creates a well-rounded student and a globally successful individual. Madison, as a community, supports Rainbow. We have students involved in scouts, club sports, recreational sports, dance classes, theater groups, karate, swimming, church youth, and community service organizations throughout the Madison County and North Alabama.

## **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.**

Rainbow Elementary is proud of our many notable achievements. We have been extremely successful in involving parents and stakeholders in each child's educational journey. Rainbow has collaborated with a local corporation who helps monitor and celebrate our Accelerated Reader Program. During textbook adoptions, they have provided and encouraged parental viewings of classroom materials. Parents attend not only Open House events, but also grade level curriculum nights that provide vital, detailed and specific information to help all students be successful. Parents and stakeholders have access to school information via newsletters, website, School Messenger, and academic progress through iNOW. Additionally, Rainbow has also developed a school-wide enrichment program. This program partners with local corporations who come to the school to provide enhancement in the areas of math, science government, art, and health. Many parents and local officials have been involved in these enrichment activities.

As a result of the encouragement and involvement in school partnership, Rainbow Elementary received a National PTA School of Excellence Award 2014-2016. Governor Bentley honored Rainbow Elementary as the only school in the state of Alabama to receive this national recognition. Tommy Bice, State School Superintendent attended the ceremony at the school.

Other PTA awards include the following:

National PTA Healthy Balance Grant Award of \$2000 2013-2014

Walk Around the World Challenge was highlighted on the National PTA Blog - "One Voice"

Alabama PTA Support Staff of the Year Award 2014

Alabama PTA Golden Apple Award - 100% Participation of Staff Award - every year

Alabama PTA Early Bird Membership Award

Alabama PTA Oak Tree Membership Award for increasing PTA membership

Madison City Street Festival Grant Awards for Family Fitness Night and Multicultural Night

Huntsville Botanical Gardens Award for Outdoor Classroom of \$1500

Grant from Senator Holtzclaw to start the WatchDOG Dads Program 2013-2014

Corporate sponsorship program to support Schoolwide Enrichment Program

Rainbow's English Language Learners program continues to provide effective English language instruction for all children who are English learners. In addition, the ELL teacher continues to collaborate with all educational personnel with the implementation of instructional accommodations aimed to help each EL learner achieve academic success. According to the results of the ACCESS for ELLs English language Proficiency Test for the school year 2013-2014, of the 39 tested, 10 exited the program with a 4.8 or higher. The goal for the current school year is to continue to provide instruction designed to improve the language knowledge of all language learners associated with language arts, mathematics, science, and social studies across the four language domains (listening, speaking, reading, and writing).

For the 2013-2014 school year, students participated in the ACT Aspire test which took the place of the state ARMT. Our students showed tremendous progress and success, with the 6th grade math students leading the district in the 86th percentile.

## **Additional Information**

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

In providing students with the skills needed to globally succeed, Rainbow offers multiple school sponsored extracurricular activities. Each opportunity is provided to wide ranges of students.

Students in kindergarten through sixth grade are invited to be a part of most extracurricular activities. We offer multiple Chess teams; a recreational team, a beginning competition team, and an advanced competition team. The competition teams practice weekly, and have the chance to compete in various regional tournaments as well as national and global events. Fifth and sixth graders are provided with the chance to become a member of the Math Team. Math team students are high achieving in the math subject area; some students are accelerated students who are achieving mastery of their grade-level standards, and are working at another grade-level equivalency. The Math Team attends several tournaments to compete against other local elementary math teams. Math Club is available for those third and fourth graders interested in math. Lego Robotics, Destination Imagination (D.I.), Girls' Running Club, Choir and Drama, and Fellowship of Christian Athletes are also available for students participation.

# 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.**

Parents completed a survey online in the Spring of 2013 regarding the satisfaction of the school in general and in particular Math and Science. We have an open door policy and respond to any verbal and written concerns. Parents are very active in the school (including chaperoning field trips, reading to classes, conferences, etc.) Community stakeholders are involved in our school monthly with our Enrichment program working with students and parents. Feedback from all stakeholders was considered in the improvement planning process.

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

Faculty and staff reviewed all data and helped to generate the plan for improvement. Parents' concerns for improvements in Math and Science were considered in the tutoring program as well as the enrichment plan. Community stakeholders help with funding through our PTA.

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

Final improvement plan will be available to all stakeholders through an online process. Additional paper copies will be available at the front desk of the school. The district dashboard is available online for all stakeholders to review and is updated with current available data.

# 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
- EducateAlabama Data
- Formative Assessments
- Inventory & Infrastructure Report-- Fast and Easy Access to network, and Availability of Technology
- Principal Walk-Through Checklist
- Professional Learning Evaluations, Lesson Plans
- SpeakUp Data
- 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.**

Additional access points, ease of access to on-line resources, provide school-based parent access and training for parents and staff. Data from the 2013-2014 survey.

**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.**

Easy access to apps/ web-based programs for learning programs utilized by the district. ConnectED McGraw-Hill, Edmodo, VMware. Data from the year end survey and teacher, administrator, and student feedback.

**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.**

Student access to app versions of the learning programs. (McGraw-Hill, Edmodo, VMware, RenPlace, Success Maker) Student use of BYOD and student friendly acceptable use policy. Training in all digital learning programs. (SuccessMaker and RenPlace) Data from surveys and community feedback.

**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.**

Curriculum Integration of technology and professional development for the faculty in using apps, web based sites, and BYOD strategies. Data from surveys and learning community feedback.

**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.**

Professional development for BYOD, school provided devices, and technology integration. Professional development in the creation and use of student portfolios. Data from faculty and district input.

**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.**

Teacher training on data and reports associated with our digital programs. (SuccessMaker, RenPlace). Professional development and training with the technology resources from adopted programs. Data from teacher input.

**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.**

Professional development for leaders in 21st century technology tools and teaching digital natives. Data from district surveys.

**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.**

More use of digitally collected, aggregated technology data to improve student achievement and teacher growth. Professional development opportunities in the identified weaknesses in technology usage. Teacher input.

## 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.**

BYOD

Digital portfolios

Technology integration into the classroom

These will be offered in face to face PD sessions offered by various professionals from our district and all over.

## 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:

demonstrate a proficiency with effective and responsible use of standards-based digital media (e.g. online textbooks, interactives, games, digital cameras, enhanced podcasts, informational materials, apps, social educational networking, and learning management systems, etc.) by 05/23/2014 as measured by demonstrations of learning and communication in real-world applications of the concepts and processes in individual and collaborative settings..

### Strategy1:

Expanded Access - Expand accessibility and quantity of free, high-quality, engaging, standards-based digital media resources for students.

Research Cited: ALSDE Technology Plan

Activity - Web based technology Tools	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide access to and teach students about using web based technology tools including educational multimedia tools: MediaCast, Discovery Education, YouTube EDU, Educational sites: edmodo, Khan Academy	Academic Support Program			11/18/2014	05/27/2016	\$0 - District Funding	Technology department, Teachers, Administrators

Activity - Apps	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students with access to app versions of learning programs utilized by the district: ConnectED McGraw-Hill, Edmodo, and VMware virtual desktop	Academic Support Program			11/18/2014	05/27/2016	\$0 - District Funding	Technology department, Media Specialists, Teachers

### Strategy2:

Professional Learning - Provide professional learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn in different ways.

Research Cited: ALSDE Technology Plan

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Activity - Online PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Build a collection of digital assistance materials, provide education for teachers about them, and encourage use of these district-created online video tutorials on the Intranet.	Professional Learning			11/18/2013	05/27/2016	\$0 - District Funding	Technology department

Activity - PD Collaboration Days	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hold professional learning sessions on district-mandated PD Collaboration Days to train teachers on various technology tools and resources to enhance and support instruction and learning.	Professional Learning			11/18/2013	05/27/2016	\$0 - No Funding Required	Technology department, District Technology Committee, Technology Teacher leaders, Media Specialists.

**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:**

Engage and empower the learner through technology.

**Measurable Objective 1:**

demonstrate a proficiency with effective and responsible use of standards-based digital media (e.g. online textbooks, interactives, games, digital cameras, enhanced podcasts, informational materials, apps, social educational networking, and learning management systems, etc.) by 05/23/2014 as measured by demonstrations of learning and communication in real-world applications of the concepts and processes in individual and collaborative settings..

**Strategy1:**

Professional Learning - Provide professional learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn in different ways.

Research Cited: ALSDE Technology Plan

Activity - PD Collaboration Days	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Rainbow Elementary School

Activity - Online PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Build a collection of digital assistance materials, provide education for teachers about them, and encourage use of these district-created online video tutorials on the Intranet.	Professional Learning			11/18/2013	05/27/2016	\$0 - District Funding	Technology department

**Strategy2:**

Expanded Access - Expand accessibility and quantity of free, high-quality, engaging, standards-based digital media resources for students.

Research Cited: ALSDE Technology Plan

Activity - Web based technology Tools	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide access to and teach students about using web based technology tools including educational multimedia tools: MediaCast, Discovery Education, YouTube EDU, Educational sites: edmodo, Khan Academy	Academic Support Program			11/18/2014	05/27/2016	\$0 - District Funding	Technology department, Teachers, Adminstrators

Activity - Apps	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students with access to app versions of learning programs utilized by the district: ConnectED McGraw-Hill, Edmodo, and VMware virtual desktop	Academic Support Program			11/18/2014	05/27/2016	\$0 - District Funding	Technology department, Media Specialists, 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:**

Engage and empower the learner through technology.

**Measurable Objective 1:**

demonstrate a proficiency with effective and responsible use of standards-based digital media (e.g. online textbooks, interactives, games, digital cameras, enhanced podcasts, informational materials, apps, social educational networking, and learning management systems, etc.) by 05/23/2014 as measured by demonstrations of learning and communication in real-world applications of the concepts and processes in individual and collaborative settings..

**Strategy1:**

Professional Learning - Provide professional learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn in different ways.

# Alabama Technology Plan: Transform 2020

Rainbow Elementary School

Research Cited: ALSDE Technology Plan

Activity - Online PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Build a collection of digital assistance materials, provide education for teachers about them, and encourage use of these district-created online video tutorials on the Intranet.	Professional Learning			11/18/2013	05/27/2016	\$0 - District Funding	Technology department

Activity - PD Collaboration Days	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hold professional learning sessions on district-mandated PD Collaboration Days to train teachers on various technology tools and resources to enhance and support instruction and learning.	Professional Learning			11/18/2013	05/27/2016	\$0 - No Funding Required	Technology department, District Technology Committee, Technology Teacher leaders, Media Specialists.

## Strategy2:

Expanded Access - Expand accessibility and quantity of free, high-quality, engaging, standards-based digital media resources for students.

Research Cited: ALSDE Technology Plan

Activity - Web based technology Tools	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide access to and teach students about using web based technology tools including educational multimedia tools: MediaCast, Discovery Education, YouTube EDU, Educational sites: edmodo, Khan Academy	Academic Support Program			11/18/2014	05/27/2016	\$0 - District Funding	Technology department, Teachers, Administrators

Activity - Apps	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students with access to app versions of learning programs utilized by the district: ConnectED McGraw-Hill, Edmodo, and VMware virtual desktop	Academic Support Program			11/18/2014	05/27/2016	\$0 - District Funding	Technology department, Media Specialists, Teachers

# Plan for Alabama Technology Plan: Transform 2020

## **Overview**

### **Plan Name**

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	Engage and empower the learner through technology.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$0

## Goal 1: Engage and empower the learner through technology.

### Measurable Objective 1:

demonstrate a proficiency with effective and responsible use of standards-based digital media (e.g. online textbooks, interactives, games, digital cameras, enhanced podcasts, informational materials, apps, social educational networking, and learning management systems, etc.) by 05/23/2014 as measured by demonstrations of learning and communication in real-world applications of the concepts and processes in individual and collaborative settings..

### Strategy 1:

Expanded Access - Expand accessibility and quantity of free, high-quality, engaging, standards-based digital media resources for students.

Research Cited: ALSDE Technology Plan

Activity - Apps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students with access to app versions of learning programs utilized by the district: ConnectED McGraw-Hill, Edmodo, and VMware virtual desktop	Academic Support Program	11/18/2014	05/27/2016	\$0	District Funding	Technology department, Media Specialists, Teachers

Activity - Web based technology Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide access to and teach students about using web based technology tools including educational multimedia tools: MediaCast, Discovery Education, YouTube EDU, Educational sites: edmodo, Khan Academy	Academic Support Program	11/18/2014	05/27/2016	\$0	District Funding	Technology department, Teachers, Administrators

### Strategy 2:

Professional Learning - Provide professional learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn in different ways.

Research Cited: ALSDE Technology Plan

Activity - Online PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Build a collection of digital assistance materials, provide education for teachers about them, and encourage use of these district-created online video tutorials on the Intranet.	Professional Learning	11/18/2013	05/27/2016	\$0	District Funding	Technology department

Activity - PD Collaboration Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Alabama Technology Plan: Transform 2020**

Rainbow Elementary School

Hold professional learning sessions on district-mandated PD Collaboration Days to train teachers on various technology tools and resources to enhance and support instruction and learning.	Professional Learning	11/18/2013	05/27/2016	\$0	No Funding Required	Technology department, District Technology Committee, Technology Teacher leaders, Media Specialists.
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## 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
Web based technology Tools	Provide access to and teach students about using web based technology tools including educational multimedia tools: MediaCast, Discovery Education, YouTube EDU, Educational sites: edmodo, Khan Academy	Academic Support Program	11/18/2014	05/27/2016	\$0	Technology department, Teachers, Adminstrators
Online PD	Build a collection of digital assistance materials, provide education for teachers about them, and encourage use of these district-created online video tutorials on the Intranet.	Professional Learning	11/18/2013	05/27/2016	\$0	Technology department
Apps	Provide students with access to app versions of learning programs utilized by the district: ConnectED McGraw-Hill, Edmodo, and VMware virtual desktop	Academic Support Program	11/18/2014	05/27/2016	\$0	Technology department, Media Specialists, Teachers
<b>Total</b>					\$0	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PD Collaboration Days	Hold professional learning sessions on district-mandated PD Collaboration Days to train teachers on various technology tools and resources to enhance and support instruction and learning.	Professional Learning	11/18/2013	05/27/2016	\$0	Technology department, District Technology Committee, Technology Teacher leaders, Media Specialists.
<b>Total</b>					\$0	