



Alabama Technology Plan: Transform 2020

West Madison 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?

West Madison Elementary School is located in Madison, Alabama. The mission of West Madison Elementary School is to provide a student-centered curriculum to develop lifelong learners who demonstrate confidence in themselves and respect for others. We will accomplish this through a learning community of caring and competent educators who provide rigorous, quality instruction to all students. There is an overall positive learning environment for each child and individual that enters our building. We promote an academic environment that's second to none, where students are challenged and prepared to be lifelong learners and positive contributors to our world.

West Madison's enrollment for the 2015-16 school year is 447 Kindergarten through sixth grade students. The diverse population of students are made up of walkers and car/bus riders from the local neighborhood. Our school is composed of, 3 kindergarten classes, 4 first grades, 4 second grades, 3 third grades, 3 fourth grades, 3 fifth grades and 3 sixth grade classes. Average class size is 22.

Our student population represents five different ethnic groups: Sixty-six percent Caucasian students, 17% African American, 10% Asian and 7% Hispanic or other. The percentage of low-income students (i.e., students eligible for free and reduced lunch program) is 22%. There has been an increase in the percentage of students with limited English proficiency (i.e., 2% to 7%). This has been due to the increase in the overall number of students and reflect our continually evolving and multicultural community and student population.

The school staff and administration provide a strong, rigorous academic program, emphasizing high expectations and achievement for all students. Our attendance rate is excellent at 96%. We have 38 certified and highly qualified teachers. We also have a full time counselor, speech teacher, instructional partner, school nurse and media specialist. We have support personnel whose services and support are invaluable.

West Madison is part of the Madison City School System located in Madison, Alabama, serving the cities of Madison and Triana. The System was established in 1998 after separating from the Madison County School System and consists of two state of the art high schools, two middle schools and seven elementary schools. West Madison students filter into Discovery Middle School and Bob Jones High School.

The City of Madison, located in North Alabama near Huntsville, has experienced a tremendous growth rate of 286% between the 1980 and the 1990 censuses growing from 6,081 people to 42,983 during that time period. Now the city of Madison has an estimated population of 50,000+. Madison is an affluent suburban community, with the average value of construction at \$112,257. Today, Madison is one of the fastest growing cities in the southeastern United States, with one of the highest per capita incomes. It's residents work in highly technical jobs with companies such as the HudsonAlpha Institute for Biotechnology, SCI, Intergraph, Boeing as well as the U. S. Army Aviation and Missile Command and NASA. Over 69% of adults in Madison hold a Bachelor's or advanced degree. US News & World Reported listed Madison in the "Top 10 Places to Grow Up" and CNN Money named Madison Alabama in the "Top 100 Best Places to Live". We benefit from a very supportive group of community partners whose main focus is to ensure a quality education for all students.

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.

West Madison Motto: Helping Today's Stars Reach Tomorrow's Skies

The Mission of West Madison Elementary School is to provide a student-centered curriculum to develop lifelong learners who demonstrate confidence in themselves and respect for others. We strive to provide a positive, safe atmosphere that is dedicated to helping students reach high levels of academic achievement by providing the foundation that ensures their success. All students are challenged to reach their maximum potential so that they will become productive, healthy, creative citizens in an ever changing world.

The school faculty, staff and community has committed to a shared purpose and direction. West Madison has clearly defined expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time, and human, material, and fiscal resources.

West Madison Elementary School stakeholders establishes and builds understanding and commitment to the school vision by working collaboratively. The school community involves stakeholders by involving faculty, staff, parents and community leaders in giving feedback to ideas generated by the Building Leadership Team and the faculty at West Madison Elementary School. The school communicates it's vision to build stakeholder understanding and support by posting the mission and belief statements on our website (www.madisoncity.k12.al.us) and throughout our building. We also include it in our Monday Focus e-newsletter and on several e-memos sent out to our stakeholders through an email system. Our vision is also stated at our PTA meetings. Copies of our school improvement plan are available on site.

West Madison Elementary School identifies goals each year to advance our vision. The entire faculty works together to review the disaggregated data and identify areas of improvement. We then work collaboratively to determine the strategies that we will use to achieve these goals with every student. Our Pupil Support Team helps teachers identify students who are at risk and collaborates to find strategies to address their needs. Professional development is researched-based and aligned with our goals and strategies. These strategies are then monitored by conducting monthly "data meetings" with each grade level to ensure that the school's vision, purpose and goals are guiding the teaching and learning.

West Madison Elementary recognizes each child is an individual with the ability to learn at the highest level. Data is consistently reviewed and committees are formed to address the ongoing needs of our school. The school wide committee members identify strengths and weaknesses based on the data and writes strategies to improve student achievement. All strategies are intentional, purposeful and connected to real world problems. Data drives the goals which drives the professional development. Input from surveys of parents and teachers also guide professional learning opportunities for teachers.

There is an ongoing review of data through STAR Assessments and other formative assessments conducted by teachers. Collaborative planning meetings occur 3 times per month as well as cross grade level instructional meetings and walkthroughs.

Teachers have identified Instructional Targets based on current realities and goals set for students and teachers.

Instructional Targets are below:

Community Building

Teachers:

- Will create and sustain an environment of high expectations reaching all learners.
- Will foster an acceptance and respect of our school's diverse community.
- Will create a safe, purposeful learning environment.

Students:

- In partnerships with teachers, students will develop an appreciation and value the importance of their own learning.
- Actively cultivate honest, responsible, and respectful leaders.

Content Planning

Teacher will:

- Define and utilize learning targets from the CCRS.
- Integrate technology to meet the needs of all students.
- Maintain high expectations by providing differentiated instruction.

Student will:

- Demonstrate the relevance of the learning targets through meaningful activities.
- Collaborate with teachers to develop and monitor personal learning goals.

Instruction

Teachers:

- Planning will be purposeful and related to the student's experiential background through questioning and use of higher order thinking skills.
- Develop authentic and challenging activities where students collaborate to reach specific goals.
- Provide technology and other real world resources to generate conversation about student perspectives and learning.

Students:

- Engage in experiences to develop higher order thinking skills.
- Participate in differentiated activities and collaborate to set and achieve goals.
- Utilize technology and other real world resources to generate conversations about their learning.

Assessment for Learning

Teacher will:

- Use varied forms of assessments to guide instruction.
- Use data and assessments to plan and celebrate student successes for meeting high expectations.
- Create purposeful, rigorous, research-based assignments and assessments from content standards.

Student will:

- Develop ownership by actively demonstrating learning through real world applications.
- Reflect and adjust to meet personal and meaningful learning goals.

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.

West Madison Elementary school is a place to learn and grow! Our most notable achievements are many, but at the top of the list is our sense of community and pride. Teachers and parents alike call our wonderful little school, "The best kept secret in Madison". Our surveys confirm that when people come through our doors, they get that feeling of family and home. We have achieved a culture of a family-like commitment to our children and community.

Other notable achievements are the awards and recognition that many of our academic and extracurricular programs have received, as have our service learning projects. The students have participated in many service learning projects throughout the year. One project has been students working with the Society of St. Andrew to help bag locally donated foods, such as sweet potatoes, for homeless shelters and church food banks. Students have also collected hats and mittens for children at the downtown rescue mission, collected used athletic equipment for children in other countries, helped local animal shelters, and adopted a child from the local Angel Tree for Christmas.

Our school has enriched, positive learning opportunities both inside and outside the classroom setting. We established an encouraging learning environment through engaging classroom instruction and a myriad of programs focusing on academic achievement, physical development, social-emotional growth, and the arts and technology. West Madison teachers provide Choir, Lego Robotics, Chess Club, a competitive Math Team for grades 3-6, and Destination Imagination (DI). We also have a Student Leadership Team for young men in our school, a Juggling Team, as well as a Watch DOGS (Dads of Great Students) program implemented in our school. We have a Kindergarten Buddy Program which pairs up 6th grade students with kindergarten student buddies. Our Spanish lessons have expanded from a K-1 to a K-3 program. We have also contracted with MindGear a local Fabrications Lab come to West Madison with their Traveling STEM Program once a month for each grade level during this school year. Our teachers also incorporated hands-on and projected-based learning in their classrooms, for example we recently had local engineers and scientist come judge a grade-level "Invention Convention", where the students thought-out and designed an invention that they felt was needed in today's society. These were very innovative and interesting, to say the least.

We have most recently implemented an Exploratory Schedule for our fifth and sixth grade students. Two times each week, these students are able to attend a class based on interest. The classes consist of Spanish 101, Robotics and Animation, Chess, Yearbook, Coding, Advanced Math, etc.

Since parents and community are an integral part of our collaborative culture, West Madison has made a commitment to continually improve the relationships between the home, school, and community. Our school provides full time daycare to meet our families' needs of adequate supervision after school hours. In our Expanded Day (after-school care), students are instructed in science, technology, engineering, art and math (STEAM) education. We are supplementing our classroom instruction by incorporating such programs as our Summer Outreach program, Parent Academies, Back to School Nights, Family Reading Night, Principal's Blog, Parent Portal, emails to parents from Accelerated Reader, and home access to Success maker. We host Curriculum Nights for parents to find out procedures and pertinent information about their child's current grade level. We offer a yearly School Carnival and invite our West Madison families as well as families from the community. Along with participating in our student service projects, our West Madison families are given the opportunity to give back to the community by participating in collecting money for the children of St. Jude Research Hospital. They can also give to our yearly Food Drives, and collect pop tabs for the Ronald McDonald House. We were the first school in the system to partner with a local church

which provides weekend food bags (Paw Packs) to our poverty students.

Parents, grand parents, and family are always welcome at West Madison and many to come to school and eat lunch with their child. These same parents will often offer to do duty free lunch for their child's teacher as well as read to the class after lunch.

PTA programs are 6-7 times per year and different grade levels each month perform, display, or otherwise show what they have learned in class, therefore, we have very good attendance. PTA parents host our "Boo Hoo Breakfast" for the new Kindergarten parents in August and also "Breakfast with the Principal" twice during the school year. Throughout the school year they set up and run our Scholastic Book Fair, and have a family pizza night the first night of the Book Fair. They also provide volunteers that help on picture days, make copies for teachers, and come up with different fundraising ideas each year.

Another notable achievement is that West Madison has participated in the Instructional Partner Program through the Alabama Best Practice Center for the past two years. This program has created an opportunity to increase the teacher leaders capacity within our school. The structure of the partnership approach has enhanced our culture. There is an even greater focus on student achievement and working together in partnership with all stakeholders. There is a strategic use of data. Teachers participate in data meetings by grade level and by subject area as a vertical team. Teachers are intentional and purposeful in their instruction and instruction is connected to real world issues. This has resulted in an increase in the number of 4's on the Alabama Reading and Math Test in grades 4-6 over the past three years.

We continue to strive to provide each student with a variety of technological experiences. West Madison teachers have a technology rich classroom. We have interactive whiteboards in every homeroom encouraging student interaction with the classroom teaching materials. Classroom are also equipped with a Lightspeed sound system, iPads and a document camera. We have two computer labs which we maintain and update. Teachers have access to a classroom response system, as well as video cameras and digital cameras. We also have Media Cast available for all classrooms. Our Media Center has 8 desk top computers and a class set of iPads to check out. These technologies have been purchased by the school system, by parents through the West Madison PTA, by grants written by teachers, as well as a grant this past year from KIA for \$4500.00 for the school technology and \$500.00 for one teacher's classroom technology needs. The school system most recently has updated and added access points in our building in order to building upon our infrastructure. Each teacher has also received a new lab top. We have also received 2 chromebook carts for additional student use. Three of our teachers were also selected to received Mac Book Pros with additional video editing software to utilize with students in their classrooms.

In the next three years the faculty and staff will work to continue our unified vision and culture of high expectations. We will work to maintain our high test scores and continue to close the achievement gap between poverty and non-poverty students. We will continue to improve our communication between stakeholders and improve our technology in the school.

Additional Information

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

At West Madison Elementary School we are proud to provide a safe and nurturing environment for all our students to learn. Everything that happens is geared towards our school vision. In an effort to promote highest student performance one of our strongest assets, and something to be proud of, is teacher collaboration. In a structured climate, teachers have learned about the importance of working as a team. As a result of these collaboration meetings it has become the norm to look at student's work, score assessments together following rubrics, and share ideas and practices without the fear of being criticized. Collaboration meetings for this purpose are held vertically. Horizontally, teachers collaborate to identify students in need of academic assistance. These students could be referred for Morning Success Maker Math or Reading support, PST, 504's or MET for evaluation purposes.

In terms of technology our staff is continuously being trained in new curriculum and standards to better serve our children.

Our counseling program provides support to all our students, and helps with discipline by providing a strong Character Building education. We will also be partnering with the Enrichment Center, a local community agency, to provide leadership activities for our Student Leadership Team. Grants received from PPG will help to offset the cost for this program.

Administration has identified and given leadership opportunities to a variety of faculty members from different grade levels to provide guidance and training to the faculty.

We are a team of Faculty, Staff, Parents, and Community at large whose sole mission is to Educate, Engage and Empower Students to be Successful in an ever changing, diverse society. We strive to accomplish this mission abiding by our motto of "Helping Today's Stars Reach Tomorrow's Skies".

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The planning process for continuous improvement begins with a comprehensive needs assessment based on the data system used during the first semester. We analyze the end of the year STAR test from the previous year, the beginning of the year STAR assessment and the ACT Aspire scores. Once teachers analyzed the student data they were able to determine goals and plans for improvement. Each grade level set end of the year STAR and Aspire Score goals. Each goal is posted in the teacher classrooms. Monthly data meetings are held to discuss student achievement and to determine areas of strengths and areas of concern. Next steps are determined by analyzing core instructional programs and intervention instructional strategies. The information is brought before the leadership team for discussion and analysis. The leadership team met with Central Office staff to determine Professional Development Plans based on determined goals. The STAR assessment, given 5 times during the year, is a adequate predictor of strengths and weaknesses. The assessment is analyzed after each administration. Instruction is then adjusted in the classroom. The leadership team and Central Office personnel meet on a monthly basis to determine continuous needs, plans and trajectory towards goals. A sign in sheet and agenda are used at each meeting to record attendance. When the draft is complete, the faculty and staff will review it and suggest modifications if needed. The A-CIP for the 2015-16 school year will then be published and shared with all stakeholders.

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

The stakeholder groups represented, a teacher from every grade level, the assistant principal, the EL teacher, a special education teacher, the counselor, the principal and assistant principal, 2 parents, the media specialist and the Instructional Partner

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 plan will be presented to the faculty of teachers. The plan will also be presented at a Principal Breakfast as well as a PTA Meeting. The plan will be available for view in the school office. The goals will be posted on the school website.

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
- Student Achievement Data
- Transform2020 Surveys (*Required)

Advanc-ed teacher, student surveys

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.

There is a need for additional wireless access points as well as increase bandwidth. The data sources that led to this decision is the feedback from the West Madison Technology committee which include 2 parents, teachers, the Assistant Principal, and the Principal. Advanc-ed surveys from all stakeholders were also utilized to acquire data.

The Madison City School System is in the process of increasing the number of access points in each building. Each classroom teacher now has an access point in the room. They are adding an additional server to increase bandwidth. This is all make a difference in the access that teachers and students have within the building.

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.

Students have access from home to all software programs such as utilized at school such as Successmaker, Edmodo, Big Ideas, Connected Ed, and Front Row. Students have access to 2 Chromebook Carts. There are 3 iPads in each classroom and a class set of iPads in the Media Center. We purchased additional zero clients with flat screen monitors to upgrade the computers in the upstairs lab for grades in 3-6. We moved laptops from the 4 laptop carts to create an additional lab downstairs for students in grades K-2 . This is only a temporary fix to the problem. We need to purchase new thin client lap tops or purchase zero clients with internet wiring for the downstairs lab. There are 2 computers in all classrooms. All classrooms have either a smartboard or a Mimio board There is a need for additional iPads, soundfield systems and document cameras, projectors, zero clients in classrooms, and chromebook carts for each grade level.

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.

There is a need for Professional Learning on the use of the iPads and Chromebooks with students and teachers, troubleshooting the virtual system, Media Cast, and the use of the student portal from home. This information was gathered from parent and student surveys.

With the addition of chromebook carts to the building as well as the purchase of new laptops (Mac and Dell) for teachers; it is not necessary to always access the virtual system which has been an issue in the past at times.

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.

How to implement technology into the classroom instruction. Teachers need to meet collaboratively in school and district grade levels on how to utilize technology. Professional learning on troubleshooting the virtual system as well as the new software programs such as Office
SY 2015-2016

and Google Classroom. Professional Learning for parents of the software programs that can be used from home as well as the parent portal. Surveys from teachers, staff and leaders have provided the data source.

Teachers have had access to Professional learning in the area of technology. There is an addition of PD in the form of book studies; Eric Sheninger presentation; Google Classroom; Digital Portfolios

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.

How to implement technology into the classroom instruction. Teachers need to meet collaboratively in school and district grade levels on how to utilize technology and software. Professional learning on troubleshooting the virtual system as well as the new software programs such as Office and Google Classroom as well as professional learning on the use of the webpage.

Teachers have had access to Professional learning in the area of technology. There is an addition of PD in the form of book studies; Eric Sheninger presentation; Google Classroom; Digital Portfolios

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.

Data sources include students and teacher surveys, help desk tickets

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.

Provide Professional learning on various new software programs, INow and other spreadsheets to increase productivity.

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.

Professional Learning on Internet safety for parents, teachers and students. Math Facts and a Flash, Professional Learning. Data Sources include surveys from teachers, students and parents.

Professional Learning

Based upon the strengths and areas of need listed above, what are your Professional Learning Topics for the upcoming year that involves using technology to improve learner and productivity and prepares students for living and working in a digital world.

- A. Teach students on using educational multimedia tools such as media cast, Discovery Education and YouTube EDU, Academic Support;
- B. Video tutorial for teachers on trouble shooting; Technology department; C. Ed Camp for teachers; face to face; on Integrating technology in instruction; those responsible are the technology department, media specialist and teacher leaders D. Digital Orientation for teachers and students; those responsible are the Media specialist and technology department; E. Student professional learning on VMware; technology department; Technology Market Place by the District; Twitter Chats between teachers and administration time of sharing on #Mcslearn.

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:
All students, teachers, and administrators will benefit from a broad range of educational opportunities and resources through the use of technology.

Measurable Objective 1:
demonstrate a behavior in student understanding of cultural, societal issues and personal responsibilities related to technology by 05/27/2016 as measured by practice of legal and ethical behavior in digital environments both in and out of classrooms.

Strategy1:
Digital Citizenship Education - Participate in the development and implementation of a learning module to be completed by every student yearly that teaches access to Internet and the use of digital media.
Research Cited: ALSDE Technology Plan, Madison City Schools Technology Plan

Activity - CyberSense Week Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement CyberSense Lessons designed by the District. It will be taught to every student addressing cyberbullying, digital citizenship and online safety.	Technology			08/05/2015	05/27/2016	\$0 - No Funding Required	Teachers, Technology Department Administration Technology Committee

Activity - Technology Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in Professional Learning on various apps, software programs, how to integrate technology into the curriculum, how to assist students in using technology tools to develop projects	Professional Learning			08/05/2015	05/27/2016	\$0 - No Funding Required	all certified staff, district leaders, technology coordinator, administration, teacher leaders

Goal 2:
All students, teachers, and administrators will effectively use technology as an integrated tool for teaching, leading, and learning to master local, state, and national standards.

Measurable Objective 1:
A 20% increase of All Students will complete a portfolio or performance by using digital resources. Teachers will provide standards based
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instructional and authentic learning activities in all content areas of responsibility in Career & Technical by 05/27/2016 as measured by facilitating real life experiences that advance student learning, creativity and innovation in all learning environments.

Strategy1:

Technology Integration Professional Learning - Provide professional learning for teachers to help them move from static, text based resources to effective dynamic, interactive multimedia/digital content that will empower, engage and challenge students in a variety of ways.

Research Cited: ALSDE Technology Plan, Best Practice Strategies

Activity - Technology Integration Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide teachers with professional learning on effective use of integrating digital content in classroom instruction	Technology			08/05/2015	05/27/2016	\$0 - No Funding Required	Technology department, District Technology Committee, Teacher Leaders, Administrators

Goal 3:

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

Measurable Objective 1:

100% of All Students will complete a portfolio or performance because they have an established viable access point in or outside their classroom in Practical Living by 05/27/2016 as measured by the ability of students, teachers and administrators to access the network and internet based resources.

Strategy1:

Technology Tools - Continue to purchase and replace needed technology tools for student and teacher access to the internet. Purchase additional access points to adjust to the ever growing number of devices demanding for internet access.

Research Cited: ALSDE Technology Plan, Best Practice Strategies

Activity - Technology Tools Replacement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Replace technology tools used by students and teachers as needed	Technology			08/05/2015	05/27/2016	\$10000 - Other \$10000 - District Funding	Administration, PTA, System Technology Department

Activity - Teacher, Student and Parent Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide parents, teachers and students with learning the new technology tools and software programs	Technology			08/05/2015	05/27/2016	\$0 - No Funding Required	Administration, Technology department; Teacher Leaders

Identify one (1) or more activities that facilitate and improve the use of telecommunications networks (phone/Internet/email) among educators, students, and parents/community to improve learning.

Goal 1:

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

Measurable Objective 1:

100% of All Students will complete a portfolio or performance because they have an established viable access point in or outside their classroom in Practical Living by 05/27/2016 as measured by the ability of students, teachers and administrators to access the network and internet based resources. .

Strategy1:

Technology Tools - Continue to purchase and replace needed technology tools for student and teacher access to the internet. Purchase additional access points to adjust to the ever growing number of devices demanding for internet access.

Research Cited: ALSDE Technology Plan, Best Practice Strategies

Activity - Technology Tools Replacement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Replace technology tools used by students and teachers as needed	Technology			08/05/2015	05/27/2016	\$10000 - District Funding \$10000 - Other	Administration, PTA, System Technology Department

Activity - Teacher, Student and Parent Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide parents, teachers and students with learning the new technology tools and software programs	Technology			08/05/2015	05/27/2016	\$0 - No Funding Required	Administration, Technology department; Teacher Leaders

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:

To Close the Gap between poverty and non poverty students on the STAR Diagnostic Report for grades 3-6

Measurable Objective 1:

10% of Third, Fourth, Fifth and Sixth grade Economically Disadvantaged students will demonstrate a proficiency by closing the gap between SY 2015-2016

poverty and non poverty students in Mathematics by 05/27/2016 as measured by the STAR Math test and the ACT Aspire.

Strategy1:

Explicit Math Instruction - Teachers will provide explicit instruction in small group based on best practices strategies. Formative Assessments will clarify standards not mastered on a weekly, unit and standard checks and fluency checks. Progress monitoring will be performed daily, weekly and monthly. Item analysis and STAR benchmark assessments will also be used and instruction will be adjusted based on performance. The resources used will be the CCRS, STAR Math, District Pacing guides, Standard Checks and Nine Week Assessments. Teachers will utilize Math Journals to indicate their thinking while problem solving; teachers asking students open ended questions; small group instruction; Successmaker goal setting for individual students and Successmaker rewards for meeting goals. Accelerated Math program will be utilized to accelerate and remediate students.

Research Cited: Best Practice: Small group; Teaching Standards and using formative assessments to guide instruction; goal setting and celebrations when goals are met

Activity - Teacher Learning on Explicit Math Instruction using the CCRS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-6 will participate in Professional learning through out the year focusing on explicit instruction in math;	Professional Learning			08/05/2015	05/27/2016	\$0 - No Funding Required	Instructional Partner, Principal, Assistant Principal and Math Leadership Team, AMSTI Personnel

Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a book study; Grading Smarter Not Harder; Teachers will participate in PD; Small Group Instruction; Diagnosing Print Interferences; Diagnosing with DIBELS; Number Talks	Professional Learning			08/05/2015	05/27/2016	\$800 - Other	Assistant Principal, Principal, Teachers, MLT, Instructional Partner; Central office Staff

Goal 2:

To Close the Gap by 10% between poverty and non poverty students on the ACT Aspire Reading and the STAR Reading Assessment in Grades 3 -6.

Measurable Objective 1:

A 10% increase of Third, Fourth, Fifth and Sixth grade Economically Disadvantaged students will demonstrate a proficiency in the area of reading in English Language Arts by 05/27/2016 as measured by the ACT Aspire and the STAR Assessment.

Strategy1:

Renplace Best Practice Implementation - AR goals will be set for each grading period utilizing the STAR Reading ZPD, Weekly teacher/student AR conferencing, Daily student engagement and monitoring, response journaling in science and social studies; asking open ended questions in all subject areas; Teachers will work with students on close reading strategies. Student goal setting in AR and

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Successmaker for all students, focusing on students of poverty. Small group instruction for all students.

Research Cited: The three tiered approach to student instruction on skills mastered is a research based model of RTI. Tier 1: enrichment; based on students levels, Tier 2: Clarifying: prescribed reading practice to identify targeted areas needing intervention Tier 3: Prescribed reading practice given to below grade level instructional and independent levels.

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AR goal setting every 9 weeks, weekly conferencing, student engagement daily, assisting students in comprehension relating to non fiction text. Close Reading Strategies	Academic Support Program			08/05/2015	05/27/2016	\$0 - No Funding Required	certified staff; Instructional Partner

Goal 3:

All students, teachers, and administrators will effectively use technology as an integrated tool for teaching, leading, and learning to master local, state, and national standards.

Measurable Objective 1:

A 20% increase of All Students will complete a portfolio or performance by using digital resources. Teachers will provide standards based instructional and authentic learning activities in all content areas of responsibility in Career & Technical by 05/27/2016 as measured by facilitating real life experiences that advance student learning, creativity and innovation in all learning environments.

Strategy1:

Technology Integration Professional Learning - Provide professional learning for teachers to help them move from static, text based resources to effective dynamic, interactive multimedia/digital content that will empower, engage and challenge students in a variety of ways.

Research Cited: ALSDE Technology Plan, Best Practice Strategies

Activity - Technology Integration Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide teachers with professional learning on effective use of integrating digital content in classroom instruction	Technology			08/05/2015	05/27/2016	\$0 - No Funding Required	Technology department, District Technology Committee, Teacher Leaders, Administrators

Plan for Alabama Technology Plan: Transform 2020 2015-16

Overview

Plan Name

Plan for Alabama Technology Plan: Transform 2020 2015-16

Plan Description

Goals and Plans for 2015-16

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	To Close the Gap between poverty and non poverty students on the STAR Diagnostic Report for grades 3-6	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$800
2	To Close the Gap by 10% between poverty and non poverty students on the ACT Aspire Reading and the STAR Reading Assessment in Grades 3 - 6.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$800
3	All students, teachers, and administrators will benefit from a broad range of educational opportunities and resources through the use of technology.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
4	All students, teachers, and administrators will effectively use technology as an integrated tool for teaching, leading, and learning to master local, state, and national standards.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
5	All educators and students will have up to date tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$20000
6	Design and implement an exploratory schedule for 5th and 6th grade students that allows student voice in selecting classes that interest them and increases motivation to learn.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$5000

Goal 1: To Close the Gap between poverty and non poverty students on the STAR Diagnostic Report for grades 3-6

Measurable Objective 1:

10% of Third, Fourth, Fifth and Sixth grade Economically Disadvantaged students will demonstrate a proficiency by closing the gap between poverty and non poverty students in Mathematics by 05/27/2016 as measured by the STAR Math test and the ACT Aspire.

Strategy 1:

Explicit Math Instruction - Teachers will provide explicit instruction in small group based on best practices strategies. Formative Assessments will clarify standards not mastered on a weekly, unit and standard checks and fluency checks. Progress monitoring will be performed daily, weekly and monthly. Item analysis and STAR benchmark assessments will also be used and instruction will be adjusted based on performance. The resources used will be the CCRS, STAR Math, District Pacing guides, Standard Checks and Nine Week Assessments. Teachers will utilize Math Journals to indicate their thinking while problem solving; teachers asking students open ended questions; small group instruction; Successmaker goal setting for individual students and Successmaker rewards for meeting goals. Accelerated Math program will be utilized to accelerate and remediate students.

Research Cited: Best Practice: Small group; Teaching Standards and using formative assessments to guide instruction; goal setting and celebrations when goals are met

Activity - Teacher Learning on Explicit Math Instruction using the CCRS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-6 will participate in Professional learning through out the year focusing on explicit instruction in math;	Professional Learning	08/05/2015	05/27/2016	\$0	No Funding Required	Instructional Partner, Principal, Assistant Principal and Math Leadership Team, AMSTI Personnel

Activity - Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a book study; Grading Smarter Not Harder; Teachers will participate in PD; Small Group Instruction; Diagnosing Print Interferences; Diagnosing with DIBELS; Number Talks	Professional Learning	08/05/2015	05/27/2016	\$800	Other	Assistant Principal, Principal, Teachers, MLT, Instructional Partner; Central office Staff

Goal 2: To Close the Gap by 10% between poverty and non poverty students on the ACT Aspire Reading and the STAR Reading Assessment in Grades 3 -6.

Measurable Objective 1:

A 10% increase of Third, Fourth, Fifth and Sixth grade Economically Disadvantaged students will demonstrate a proficiency in the area of reading in English Language Arts by 05/27/2016 as measured by the ACT Aspire and the STAR Assessment.

Strategy 1:

Replace Best Practice Implementation - AR goals will be set for each grading period utilizing the STAR Reading ZPD, Weekly teacher/student AR conferencing, Daily student engagement and monitoring, response journaling in science and social studies; asking open ended questions in all subject areas; Teachers will work with students on close reading strategies. Student goal setting in AR and Successmaker for all students, focusing on students of poverty. Small group instruction for all students.

Research Cited: The three tiered approach to student instruction on skills mastered is a research based model of RTI. Tier 1: enrichment; based on students levels, Tier 2: Clarifying: prescribed reading practice to identify targeted areas needing intervention Tier 3: Prescribed reading practice given to below grade level instructional and independent levels.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AR goal setting every 9 weeks, weekly conferencing, student engagement daily, assisting students in comprehension relating to non fiction text. Close Reading Strategies	Academic Support Program	08/05/2015	05/27/2016	\$0	No Funding Required	certified staff; Instructional Partner
Activity - Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified staff will participate in a book study "Grading Smarter Not Harder"; Teachers will participate in Professional Learning Small Group Instruction; Diagnosing Print Interferences; Diagnosing DIBELS;	Professional Learning	08/05/2015	05/27/2016	\$800	Other	Instructional Partner, Teachers and other certified staff, Principal and AP; CO Staff

Goal 3: All students, teachers, and administrators will benefit from a broad range of educational opportunities and resources through the use of technology.

Measurable Objective 1:

demonstrate a behavior in student understanding of cultural, societal issues and personal responsibilities related to technology by 05/27/2016 as measured by practice of legal and ethical behavior in digital environments both in and out of classrooms.

Strategy 1:

Digital Citizenship Education - Participate in the development and implementation of a learning module to be completed by every student yearly that teaches access to Internet and the use of digital media.

Research Cited: ALSDE Technology Plan, Madison City Schools Technology Plan

Activity - CyberSense Week Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement CyberSense Lessons designed by the District. It will be taught to every student addressing cyberbullying, digital citizenship and online safety.	Technology	08/05/2015	05/27/2016	\$0	No Funding Required	Teachers, Technology Department Administration Technology Committee

Activity - Technology Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in Professional Learning on various apps, software programs, how to integrate technology into the curriculum, how to assist students in using technology tools to develop projects	Professional Learning	08/05/2015	05/27/2016	\$0	No Funding Required	all certified staff, district leaders, technology coordinator, administration, teacher leaders

Goal 4: All students, teachers, and administrators will effectively use technology as an integrated tool for teaching, leading, and learning to master local, state, and national standards.

Measurable Objective 1:

A 20% increase of All Students will complete a portfolio or performance by using digital resources. Teachers will provide standards based instructional and authentic learning activities in all content areas of responsibility in Career & Technical by 05/27/2016 as measured by facilitating real life experiences that advance student learning, creativity and innovation in all learning environments.

Strategy 1:

Technology Integration Professional Learning - Provide professional learning for teachers to help them move from static, text based resources to effective dynamic, interactive multimedia/digital content that will empower, engage and challenge students in a variety of ways.

Research Cited: ALSDE Technology Plan, Best Practice Strategies

Activity - Technology Integration Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide teachers with professional learning on effective use of integrating digital content in classroom instruction	Technology	08/05/2015	05/27/2016	\$0	No Funding Required	Technology department, District Technology Committee, Teacher Leaders, Administrators

Goal 5: All educators and students will have up to date tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

100% of All Students will complete a portfolio or performance because they have an established viable access point in or outside their classroom in Practical Living by 05/27/2016 as measured by the ability of students, teachers and administrators to access the network and internet based resources.

Strategy 1:

Technology Tools - Continue to purchase and replace needed technology tools for student and teacher access to the internet. Purchase additional access points to adjust to the ever growing number of devices demanding for internet access.

Research Cited: ALSDE Technology Plan, Best Practice Strategies

Activity - Technology Tools Replacement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Replace technology tools used by students and teachers as needed	Technology	08/05/2015	05/27/2016	\$20000	Other, District Funding	Administration, PTA, System Technology Department

Activity - Teacher, Student and Parent Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide parents, teachers and students with learning the new technology tools and software programs	Technology	08/05/2015	05/27/2016	\$0	No Funding Required	Administration, Technology department; Teacher Leaders

Goal 6: Design and implement an exploratory schedule for 5th and 6th grade students that allows student voice in selecting classes that interest them and increases motivation to learn.

Measurable Objective 1:

collaborate to Provide students with meaningful, rigorous, and innovative exploratory options thereby equipping them to make more informed class selections upon entering middle school that in turn allows for a smoother transition for students from elementary to seconda by 05/27/2016 as measured by Parent and student surveys.

Strategy 1:

Design and Implementation of Exploratory Classes - 1. Assemble school and Central Office personnel to discuss and make initial plans for exploratory schedule implementation

2. Survey parents, teachers, and students to gauge interest level
3. Conduct meetings to discuss survey results with parents, teachers, and students
4. Assemble a committee of stakeholders to discuss and develop exploratory options and schedule
5. Hold informational meetings for teachers and parents to refine plans for implementation
6. Implement an exploratory schedule that provides innovative and high quality class options that are motivating as well as rigorous in design
7. Gather feedback and surveys from teachers, students, and parents at regular intervals to ensure effectiveness and make adjustments as warranted to ensure success for students

Research Cited: George, P. (2000/2001). The evolution of middle schools. EDUCATIONAL LEADERSHIP, 58(4), 40-44.

Wayne, B. (2000). Spotlight on exploratory courses. MIDDLE GROUND, 3(5), 33-37.

Activity - Assemble School and Central Office Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Assemble school and Central Office personnel to discuss and make initial plans for exploratory schedule implementation	Extra Curricular	10/01/2015	10/30/2015	\$0	No Funding Required	5th and 6th Grade teachers; admin and Central Office Staff

Activity - Survey Parents and community Leaders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Survey parents, teachers, and students to gauge interest level	Parent Involvement	10/01/2015	10/01/2015	\$0	No Funding Required	Central Office and admin

Activity - Meetings to discuss results of Surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Conduct meetings to discuss survey results with parents, teachers, and students Assemble a committee of stakeholders to discuss and develop exploratory options and schedule	Other	10/01/2015	10/01/2015	\$0	No Funding Required	Community, teachers, parents, Central Office staff
Activity - Information Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hold informational meetings for teachers and parents to refine plans for implementation	Extra Curricular	10/01/2015	10/01/2015	\$0	No Funding Required	Admin; Teachers
Activity - Implement Exploratory Schedule in 5/6th grade	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement an exploratory schedule that provides innovative and high quality class options that are motivating as well as rigorous in design	Extra Curricular	09/09/2015	05/27/2016	\$5000	Other	Teachers, Community
Activity - Post Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Gather feedback and surveys from teachers, students, and parents at regular intervals to ensure effectiveness and make adjustments as warranted to ensure success for students	Extra Curricular	05/27/2016	05/27/2016	\$0	No Funding Required	Admin; teachers; students

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
Information Meetings	Hold informational meetings for teachers and parents to refine plans for implementation	Extra Curricular	10/01/2015	10/01/2015	\$0	Admin; Teachers
Assemble School and Central Office Committee	1. Assemble school and Central Office personnel to discuss and make initial plans for exploratory schedule implementation	Extra Curricular	10/01/2015	10/30/2015	\$0	5th and 6th Grade teachers; admin and Central Office Staff
Technology Learning Opportunities	Teachers will participate in Professional Learning on various apps, software programs, how to integrate technology into the curriculum, how to assist students in using technology tools to develop projects	Professional Learning	08/05/2015	05/27/2016	\$0	all certified staff, district leaders, technology coordinator, administration, teacher leaders
CyberSense Week Lessons	All teachers will implement CyberSense Lessons designed by the District. It will be taught to every student addressing cyberbullying, digital citizenship and online safety.	Technology	08/05/2015	05/27/2016	\$0	Teachers, Technology Department Administration Technology Committee
Survey Parents and community Leaders	Survey parents, teachers, and students to gauge interest level	Parent Involvement	10/01/2015	10/01/2015	\$0	Central Office and admin
Teacher Learning on Explicit Math Instruction using the CCRS	Teachers in grades K-6 will participate in Professional learning through out the year focusing on explicit instruction in math;	Professional Learning	08/05/2015	05/27/2016	\$0	Instructional Partner, Principal, Assistant Principal and Math Leadership Team, AMSTI Personnel

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Technology Integration Professional Learning	Provide teachers with professional learning on effective use of integrating digital content in classroom instruction	Technology	08/05/2015	05/27/2016	\$0	Technology department, District Technology Committee, Teacher Leaders, Administrators
Post Survey	Gather feedback and surveys from teachers, students, and parents at regular intervals to ensure effectiveness and make adjustments as warranted to ensure success for students	Extra Curricular	05/27/2016	05/27/2016	\$0	Admin; teachers; students
Small Group Instruction	AR goal setting every 9 weeks, weekly conferencing, student engagement daily, assisting students in comprehension relating to non fiction text. Close Reading Strategies	Academic Support Program	08/05/2015	05/27/2016	\$0	certified staff; Instructional Partner
Teacher, Student and Parent Learning	Provide parents, teachers and students with learning the new technology tools and software programs	Technology	08/05/2015	05/27/2016	\$0	Administration, Technology department; Teacher Leaders
Meetings to discuss results of Surveys	Conduct meetings to discuss survey results with parents, teachers, and students Assemble a committee of stakeholders to discuss and develop exploratory options and schedule	Other	10/01/2015	10/01/2015	\$0	Community, teachers, parents, Central Office staff
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Implement Exploratory Schedule in 5/6th grade	Implement an exploratory schedule that provides innovative and high quality class options that are motivating as well as rigorous in design	Extra Curricular	09/09/2015	05/27/2016	\$5000	Teachers, Community
Technology Tools Replacement	Replace technology tools used by students and teachers as needed	Technology	08/05/2015	05/27/2016	\$10000	Administration, PTA, System Technology Department
Book Study	All certified staff will participate in a book study "Grading Smarter Not Harder"; Teachers will participate in Professional Learning Small Group Instruction; Diagnosing Print Interferences; Diagnosing DIBELS;	Professional Learning	08/05/2015	05/27/2016	\$800	Instructional Partner, Teachers and other certified staff, Principal and AP; CO Staff

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Book Study	Teachers will participate in a book study; Grading Smarter Not Harder; Teachers will participate in PD; Small Group Instruction; Diagnosing Print Interferences; Diagnosing with DIBELS; Number Talks	Professional Learning	08/05/2015	05/27/2016	\$800	Assistant Principal, Principal, Teachers, MLT, Instructional Partner; Central office Staff
Total					\$16600	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Tools Replacement	Replace technology tools used by students and teachers as needed	Technology	08/05/2015	05/27/2016	\$10000	Administration, PTA, System Technology Department
Total					\$10000	