



# Alabama Technology Plan

Sweet Water High School

Marengo County Board of Education

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Sweet Water, AL 36782

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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?**

Sweet Water High School is a small rural school located in Marengo County in Southwest Alabama. We have 596 students in grades K4-12. 75% of our students are on the free or reduced lunch program. The large majority of our school families depend upon the timber industry for employment. Our region has the highest unemployment rate in the state of Alabama. These factors have impacted enrollment at Sweet Water during recent years. However, our school enjoys great cooperation and support from our homes and our community. Our school has a long tradition of excellence with our classroom and within our extracurricular teams and groups. In the May 2017 of AFC Cooperative Farming News, Sweet Water High School was featured in an article entitled, "A Treasure in the Forest."

## 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.**

Sweet Water High School sets high expectations for all students. We stress tremendous work ethic along with strong citizenship to achieve the goals set out in our vision and mission statements. Our faculty is made up of high effective educators who are role models for great work ethic. They work in partnership with administration and homes to provide an excellent learning environment for our students.

Sweet Water High School's vision for our students is that they become contributing members of the global community. Therefore, the school works in cooperation with homes and the community to ensure that all students graduate on time and are properly prepared for the work force, military, technical school, or college. At SWHS our mission is to provide a high quality, comprehensive, and meaningful education for all students so that they are not only college and career ready, but that they also develop character, citizenship, and scholarship..

## **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.**

During the past few years, our school has been working to continue to increase rigor in our classrooms as we strive to graduate students College and/or Career Ready. During the past 3 years, we have had 13 students at or above 30 on the ACT. The increased rigor has also resulted in growth on our Scantron Performance Series scores.

We have worked to increase the Career Technical opportunities for our students both on campus and through academic and career tech dual enrollment with an area community college. This has helped increase the number of students that are acquiring Career and Technical Credentials.

We are continuing to strive to ensure that all students read on grade level by the end of third grade. Teachers are utilizing proven instructional strategies within the classroom as well as intervention outside the classroom to address all learning needs.



## **Additional Information**

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

Our school is a small, rural, and high poverty school located in a district with an extremely low tax base and a student expenditure well below the state average. However, the school enjoys tremendous academic success. When considering how this can be, the dedication, perseverance, and professional skills of the faculty cannot be over emphasized. The work in collaborations with parents and the community to ensure that students receive an outstanding educational experience. Their role is the one that makes the daily difference for our students. At Sweet Water High School, it is not about the brick and mortar, but the people inside that make a difference with children on a daily basis.

# **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.**

Sweet Water High School stakeholders are involved in a variety of ways. All groups including administration, faculty, parents, and students were provided with online surveys to complete. The faculty also completes a needs assessment at the end of each academic year that determines areas of strengths and weaknesses that impact organizations and programs for the following year. Parents are encouraged to share school improvement ideas through an "Open Door" policy. A group of four parents also serve on the Parent Advisory Committee and are part of the SWHS Leadership Team.

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

Parents, teachers, and students participated through the completion of surveys. Administration and faculty were responsible for compiling data from a variety of sources and analyzing data and surveys to identify the improvement areas. The school Parent Advisory Committee and the school Leadership Team were active participants in the improvement plan.

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

A link is placed on the school website that allows parents and other stakeholders to open and review the plan at any time. A hard copy of the plan is placed in the school office and the school media center. Parents are notified in the monthly School to Home Connection that the plan is available for their review and feedback. The plan is also reviewed and necessary changes or modification made during monthly faculty meetings.

# Technology Diagnostic

## **Introduction**

The ALSDE Technology Diagnostic is designed to facilitate the process of gathering and analyzing the technology needs which drive the Transform 2020 Technology Plan.

## Data

**Statement or Question:**Data Sources. Select all sources of data used for planning:

**Response:**

- Board of Education actions
- Continuous Improvement Plan
- EducateAlabama Data
- Formative Assessments
- Inventory & Infrastructure Report-- Fast and Easy Access to network, and Availability of Technology
- School of Education (SOE) Accreditation Reviews/Reports
- Professional Learning Evaluations, Lesson Plans
- Technology Plan 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.**

The top three areas of need associated with our technology infrastructure are as follows:

1. Network access/stability
2. Increased broadband width
3. Increased wireless access

WAN Infrastructure: Marengo County has a 100 MB fiber WAN that runs throughout the county and connects each of the three schools to the Board of Education. These are connected through a series of routers and layer-3 switches that are managed.

LAN Infrastructure: All buildings in the Marengo County School District are wired from a combination of managed and unmanaged switches to the desktop with CAT-5. There is one CAT-5 drop in each of the classrooms as well as an 8-port managed switch and multiple drops in each computer lab. Connectivity comes into each building via a 1 GB fiber connection.

Connectivity: Internet connectivity is provided to the four schools through a 100 MB shared connection provided by Alabama Supercomputer Authority. Internet connectivity to the board of Education and schools is also provided by a 100 MB connection provided by Information Transport Solutions, Inc(ITS).

Bandwidth: Internet bandwidth comes into each building via a 100 MB fiber connection and shared out to each school via a 100 MB fiber connection to the Internet.

Internet Access: Internet Access is provided to the four schools through a 100 MB shared connection provided by Alabama Supercomputer Authority. Internet connectivity to the Board of Education and schools is also provided by a 100MB connection provided by Information Transport Solutions, Inc(ITS).

Data used for this information was analyzed from the Transform 2020 Surveys and from our district technology coordinator.

**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.**

The top three areas of need associated with your technology Inventory are as follows:

1. Chromebooks for K - 12 for classroom instructional and collaborative use.
2. 1:1 initiative for all high school students for instructional and collaborative use.
3. Laptops for teachers for instructional and collaborative use.

Need #1, #2, #3 When asked how many teachers have sufficient digital devices and tools to effectively integrate technology into teaching, 37.06% said yes, 44.44% said somewhat, 18.52% said no.

Need #2 When asked how many teachers are interested in learning more about planning and implementing a 1:1 initiative (device to student ratio) in the classroom, 62.96% said yes, 25.93% said somewhat, 11.11% said no.



Need #1, #2, #3 When asked if teachers plan activities that promote individual and collaborative student reflection using digital communication tools, 14.29% said never/rarely, 21.43% said occasionally, 42.86% said frequently, 21.43% said routinely

Principal, Instructional Coach, Technology Coordinator, Transform 2020 Survey

**Identify the top 1-3 areas of need associated with your technology Student Learning (subject area processes and content; 21st C. skills and dispositions to ensure school, career, and life success). Identify the data sources and actual data results that led you to conclude that these are areas of strength and need.**

The top three areas of need associated with our technology Student Learning:

1. Teachers and students will implement the use of digital textbooks in the classroom.
2. Teachers and students will be required to use digital/online student learning programs to access coursework, collaborate with other students/teachers, and submit assignments digitally.
3. Teachers and students will use wireless connectivity in the classroom.

Need 1: When teachers were asked if their students used digital textbooks, 2.23% responded yes.

Need 2: When teachers were asked if their students used digital/online student learning programs, 3.35% responded yes.

Need 3: When teachers were asked if their students used wireless connectivity in the classroom, 5.03% said yes.

This data was retrieved from the Transform 2020 Technology Survey.

**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.**

The top three areas of need associated with our technology Professional Learning Program:

1. Technology Professional Development for all teachers and administrators, with specific emphasis on collaboration through the use of online learning/instruction management software, PLGs, and local and global networking.
2. Technology Professional Development for all teachers and administrators, with specific emphasis on exhibiting leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.
3. Technology Professional Development for all teachers and administrators, with specific emphasis on modeling collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

Need 1: When asked how many teachers participate in local and global learning communities to explore creative applications of technology to improve student learning, 17.86% said Never/Rarely, 32.14% said Occasionally, 28.57% said Frequently, 21.43% said Routinely.

Need 2: When asked how many teachers exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others, 10.71% said Never/Rarely, 35.71% said

Occasionally, 32.14% said Frequently, 21.43% said Routinely.

Need 3: When asked how many teachers model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments, 21.43% Never Rarely, 32.14% Occasionally, 28.57% Frequently, 17.86% Routinely.

This data was retrieved from the Transform 2020 Technology Survey.

**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.**

The top three areas of need associated with our technology Teacher Use - Teaching is as follows:

1. Teachers plan activities that promote individual and collaborative student reflection using digital communication tools.
2. Teachers plan instruction using the National Educational Technology Standards (NETS-students) to ensure their students have the knowledge, skills, and attitudes necessary for school and careers.
3. Teachers engage students in exploring real-world issues and solving authentic problems using digital tools and resources based upon the Alabama Courses of Study standards.

Need 1: When asked if teachers plan activities that promote individual and collaborative student reflection using digital communication tools, 14.29% said Never/Rarely, 21.43% said Occasionally, 42.86% said Frequently, 21.43% said Routinely.

Need # 2: When asked if teachers planned instruction using the National Educational Technology Standards (NETS-students) to ensure their students have the knowledge, skills, and attitudes necessary for school and careers, 30.77% said Never/Rarely, 23.08% said Occasionally, 30.77% said Frequently, 15.38% said Routinely

Need 3: When asked if teachers engage students in exploring real-world issues and solving authentic problems using digital tools and resources based upon the Alabama Courses of Study standards, 7.14% said Never/Rarely, 21.43% said Occasionally, 50% said Frequently, 21.43% said Routinely.

This data was retrieved from the Transform 2020 Technology Survey

**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.**

The top two areas of need associated with our technology Teacher Use - Productivity is as follows:

1. Teachers provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use the resulting data to inform learning and teaching.
2. Teachers model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and

virtual environments.

Need #1: When asked if teachers provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use the resulting data to inform learning and teaching, 10.71% said Never/Rarely, 28.57% said Occasionally, 46.43% said Frequently, 14.29% said Routinely.

Need #2: When asked if teachers model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments, 21.43% said Never/Rarely, 32.14% said Occasionally, 28.57% said Frequently, 17.86% said Routinely.

This data was retrieved from the Transform 2020 Technology Survey.

**Identify the top 1-3 areas of need associated with your technology School Leaders Use—Productivity (how administrators use technology for increased productivity). Identify the data sources and actual data results that led you to conclude that these are areas of strength and need.**

The top three areas of need associated with our technology School Leaders Use- Productivity are as follows:

1. School Leaders recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic standards and operational goals.
2. School Leaders helped create my school's Technology Plan and are familiar with my district's Technology Plan.
3. School Leaders ensure equitable access to appropriate digital tools and resources to meet the needs of all learners.

Need 1: When asked how many administrators recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic standards and operational goals, 50% said Never/Rarely; 50% said Occasionally.

Need 2: When asked how many administrators helped create our school's Technology Plan and am familiar with our district's Technology Plan 100% said No.

Need 3: When asked how many administrators ensure equitable access to appropriate digital tools and resources to meet the needs of all learners 50% said Occasionally; 50% said Frequently.

This data was retrieved from the Transform 2020 Technology Survey

**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.**

N/A

## **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.**

Our 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 are as follows:

## 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:**

In 2018 - 2019, students will be proficient and on grade level in Technology Standards using the College and Career Ready Standards and National Education Technology Standards

**Measurable Objective 1:**

A 10% increase of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in technology use in Career & Technical by 05/22/2019 as measured by students who Credential in a Career Pathway and digital assignments/projects completed. .

**Strategy1:**

NETS-Students - Teachers will teach using the National Education Technology Standards and Alabama College and Career Ready Standards. The standards establish a clear

set of goals and expectations that will prepare students with the knowledge and skills to help them be prepared for college and the work force

Category: Develop/Implement College and Career Ready Standards

Research Cited: ISTE Standards for Students - <https://www.iste.org/standards/for-students>

| Activity - NETS-Standards  | Activity Type                             | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible    |
|--|---|------------|------------|---------------------------|----------------------|
| Teachers will utilize the NETS-Standards to assist in preparing students to be College and Career Ready. | Technology Career Preparation/Orientation | 08/08/2018 | 05/22/2019 | \$0 - No Funding Required | Principals, Teachers |

| Activity - Alabama Education Technology Conference (AETC)                              | Activity Type         | Begin Date | End Date   | Funding Amount & Source | Staff Responsible    |
|--|-----------------------|------------|------------|-------------------------|----------------------|
| Summer Conference for teachers that emphasizes the use of technology in the classroom. | Professional Learning | 06/01/2019 | 06/30/2019 | \$0 - Other             | Principals, Teachers |

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

**Goal 1:**

In 2018 - 2019, will develop support systems that ensure students will become College and Career Ready.

**Measurable Objective 1:**

A 10% increase of All Students will demonstrate a proficiency in technology use in Career & Technical by 05/22/2019 as measured by students who Credential in a Career Pathway and digital assignments/projects completed. .

**Strategy1:**

Monitoring Student Progress - The academic progress of students will be monitored by teachers and counselors to ensure that standards are being met and that they are experiencing success in the use of technology in order to be promoted to the next grade.

Category: Develop/Implement Learning Supports

Research Cited: School Cast - <https://highgroundssolutions.com/schoolcast/>

| Activity - School Cast  | Activity Type                 | Begin Date | End Date   | Funding Amount & Source  | Staff Responsible |
|---|-------------------------------|------------|------------|--------------------------|-------------------|
| SWHS will utilize School Cast to keep parents informed of current activities and opportunities available to students at SWHS. | Parent Involvement Technology | 08/08/2018 | 05/22/2019 | \$0 - Title I Schoolwide | Principal         |

| Activity - Automatic Dialer  | Activity Type                 | Begin Date | End Date   | Funding Amount & Source | Staff Responsible |
|--|-------------------------------|------------|------------|-------------------------|-------------------|
| Parents of students that are absent in homeroom will receive an automatic phone call telling them their child is absent. | Parent Involvement Technology | 08/08/2018 | 05/22/2019 | \$0 - Other             | Attendance Clerk  |

**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:**

In 2018 - 2019, faculty and staff will engage and empower the learner to become college and career ready graduates.

**Measurable Objective 1:**

A 10% increase of All Students will demonstrate a proficiency in technology use in Career & Technical by 05/22/2019 as measured by students who Credential in a Career Pathway and digital assignments/projects completed. .

**Strategy1:**

Career Tech Electives - Students will be given an opportunity at SWHS to choose from a variety of electives. An increase in the number of electives offered will result in increasing the number of completers and also in preparing students to be ready for a career or the workforce.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Connections Academy - <https://www.connectionsacademy.com/alabama-virtual-school/curriculum/career->

**Alabama Technology Plan**

Sweet Water High School

technical-education

| <b>Activity - Career Tech Electives</b>   | <b>Activity Type</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Funding Amount &amp; Source</b> | <b>Staff Responsible</b> |
|---|---|-------------------|-----------------|------------------------------------|--------------------------|
| Students will have new choices in electives at SWHS in the areas of Health Science, BTA, STEM with credentialing possibilities. | Direct Instruction<br>Career Preparation/<br>Orientation<br>Academic Support<br>Program<br>Technology | 08/08/2018        | 05/22/2019      | \$0 - No Funding Required          | Career Tech Teachers     |

| <b>Activity - Collaboration</b>  | <b>Activity Type</b>                      | <b>Begin Date</b> | <b>End Date</b> | <b>Funding Amount &amp; Source</b> | <b>Staff Responsible</b>                            |
|--|---|-------------------|-----------------|------------------------------------|---|
| The librarian, Career Tech teachers, and classroom teachers will collaborate to incorporate writing, research, and the use of technology across subject areas. | Technology<br>Academic Support<br>Program | 08/08/2018        | 05/22/2019      | \$0 - No Funding Required          | Librarian, Career Tech Teachers, Classroom teachers |

| <b>Activity - Interactive Boards</b>                      | <b>Activity Type</b>        | <b>Begin Date</b> | <b>End Date</b> | <b>Funding Amount &amp; Source</b> | <b>Staff Responsible</b>          |
|---|-----------------------------|-------------------|-----------------|------------------------------------|-----------------------------------|
| Utilize interactive boards to engage students in learning | Academic Support<br>Program | 08/08/2018        | 05/22/2019      | \$0 - No Funding Required          | Tech Liaisons, classroom teachers |

# **Alabama Technology Plan 2018 - 2019**



## Overview

### Plan Name

Alabama Technology Plan 2018 - 2019

### Plan Description

Technology Plan for 2018-19

## 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 | In 2018 - 2019, students will be proficient and on grade level in Technology Standards using the College and Career Ready Standards and National Education Technology Standards | Objectives: 1<br>Strategies: 1<br>Activities: 2 | Academic  | \$0           |
| 2 | In 2018 - 2019, will develop support systems that ensure students will become College and Career Ready.   | Objectives: 1<br>Strategies: 1<br>Activities: 2 | Academic  | \$0           |
| 3 | In 2018 - 2019, faculty and staff will engage and empower the learner to become college and career ready graduates.   | Objectives: 1<br>Strategies: 1<br>Activities: 3 | Academic  | \$0           |

## Goal 1: In 2018 - 2019, students will be profficient and on grade level in Technology Standards using the College and Career Ready Standards and National Education Technology Standards

### Measurable Objective 1:

A 10% increase of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in technology use in Career & Technical by 05/22/2019 as measured by students who Credential in a Career Pathway and digital assignments/projects completed. .

### Strategy 1:

NETS-Students - Teachers will teach using the National Education Technology Standards and Alabama College and Career Ready Standards. The standards establish a clear

set of goals and expectations that will prepare students with the knowledge and skills to help them be prepared for college and the work force

Category: Develop/Implement College and Career Ready Standards

Research Cited: ISTE Standards for Students - <https://www.iste.org/standards/for-students>

| Activity - NETS-Standards  | Activity Type                              | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible    |
|--|--|------------|------------|-------------------|---------------------|----------------------|
| Teachers will utilize the NETS-Standards to assist in preparing students to be College and Career Ready. | Career Preparation/Orientation, Technology | 08/08/2018 | 05/22/2019 | \$0               | No Funding Required | Principals, Teachers |

| Activity - Alabama Eduaction Techology Conference (AETC)                               | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible    |
|--|-----------------------|------------|------------|-------------------|-------------------|----------------------|
| Summer Conference for teachers that emphasizes the use of technology in the classroom. | Professional Learning | 06/01/2019 | 06/30/2019 | \$0               | Other             | Principals, Teachers |

## Goal 2: In 2018 - 2019, will develop support systems that ensure students will become College and Career Ready.

### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in technology use in Career & Technical by 05/22/2019 as measured by students who Credential in a Career Pathway and digital assignments/projects completed. .

**Strategy 1:**

Monitoring Student Progress - The academic progress of students will be monitored by teachers and counselors to ensure that standards are being met and that they are experiencing success in the use of technology in order to be promoted to the next grade.

Category: Develop/Implement Learning Supports

Research Cited: School Cast - <https://highgroundsolutions.com/schoolcast/>

| Activity - School Cast  | Activity Type                  | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible |
|---|--------------------------------|------------|------------|-------------------|--------------------|-------------------|
| SWHS will utilize School Cast to keep parents informed of current activities and opportunities available to students at SWHS. | Parent Involvement, Technology | 08/08/2018 | 05/22/2019 | \$0               | Title I Schoolwide | Principal         |

| Activity - Automatic Dialer  | Activity Type                  | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------------|------------|------------|-------------------|-------------------|-------------------|
| Parents of students that are absent in homeroom will receive an automatic phone call telling them their child is absent. | Parent Involvement, Technology | 08/08/2018 | 05/22/2019 | \$0               | Other             | Attendance Clerk  |

**Goal 3: In 2018 - 2019, faculty and staff will engage and empower the learner to become college and career ready graduates.**

**Measurable Objective 1:**

A 10% increase of All Students will demonstrate a proficiency in technology use in Career & Technical by 05/22/2019 as measured by students who Credential in a Career Pathway and digital assignments/projects completed. .

**Strategy 1:**

Career Tech Electives - Students will be given an opportunity at SWHS to choose from a variety of electives. An increase in the number of electives offered will result in increasing the number of completers and also in preparing students to be ready for a career or the workforce.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Connections Academy - <https://www.connectionsacademy.com/alabama-virtual-school/curriculum/career-technical-education>

| Activity - Career Tech Electives | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|----------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|----------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

**Alabama Technology Plan**

Sweet Water High School

|   |  |            |            |     |                     |                      |
|---|--|------------|------------|-----|---------------------|----------------------|
| Students will have new choices in electives at SWHS in the areas of Health Science, BTA, STEM with credentialing possibilities. | Career Preparation/Orientation, Academic Support Program, Direct Instruction, Technology | 08/08/2018 | 05/22/2019 | \$0 | No Funding Required | Career Tech Teachers |
|---|--|------------|------------|-----|---------------------|----------------------|

| Activity - Collaboration   | Activity Type                        | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                   |
|--|--------------------------------------|------------|------------|-------------------|---------------------|---|
| The librarian, Career Tech teachers, and classroom teachers will collaborate to incorporate writing, research, and the use of technology across subject areas. | Academic Support Program, Technology | 08/08/2018 | 05/22/2019 | \$0               | No Funding Required | Librarian, Career Tech Teachers, Classroom teachers |

| Activity - Interactive Boards                             | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                 |
|---|--------------------------|------------|------------|-------------------|---------------------|-----------------------------------|
| Utilize interactive boards to engage students in learning | Academic Support Program | 08/08/2018 | 05/22/2019 | \$0               | No Funding Required | Tech Liaisons, classroom teachers |

## 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                                   |
|-----------------------|--|--|------------|------------|-------------------|---|
| Collaboration         | The librarian, Career Tech teachers, and classroom teachers will collaborate to incorporate writing, research, and the use of technology across subject areas. | Academic Support Program, Technology   | 08/08/2018 | 05/22/2019 | \$0               | Librarian, Career Tech Teachers, Classroom teachers |
| NETS-Standards        | Teachers will utilize the NETS-Standards to assist in preparing students to be College and Career Ready.   | Career Preparation/Orientation, Technology   | 08/08/2018 | 05/22/2019 | \$0               | Principals, Teachers                                |
| Career Tech Electives | Students will have new choices in electives at SWHS in the areas of Health Science, BTA, STEM with credentialing possibilities.                                | Career Preparation/Orientation, Academic Support Program, Direct Instruction, Technology | 08/08/2018 | 05/22/2019 | \$0               | Career Tech Teachers                                |
| Interactive Boards    | Utilize interactive boards to engage students in learning  | Academic Support Program   | 08/08/2018 | 05/22/2019 | \$0               | Tech Liaisons, classroom teachers                   |
| <b>Total</b>          |  |  |            |            | \$0               |   |

### Other

| Activity Name                                  | Activity Description   | Activity Type                  | Begin Date | End Date   | Resource Assigned | Staff Responsible    |
|--|--|--------------------------------|------------|------------|-------------------|----------------------|
| Alabama Education Technology Conference (AETC) | Summer Conference for teachers that emphasizes the use of technology in the classroom.                                   | Professional Learning          | 06/01/2019 | 06/30/2019 | \$0               | Principals, Teachers |
| Automatic Dialer                               | Parents of students that are absent in homeroom will receive an automatic phone call telling them their child is absent. | Parent Involvement, Technology | 08/08/2018 | 05/22/2019 | \$0               | Attendance Clerk     |
| <b>Total</b>                                   |  |                                |            |            | \$0               |                      |

**Alabama Technology Plan**

Sweet Water High School

**Title I Schoolwide**

| Activity Name | Activity Description  | Activity Type                  | Begin Date | End Date   | Resource Assigned | Staff Responsible |
|---------------|---|--------------------------------|------------|------------|-------------------|-------------------|
| School Cast   | SWHS will utilize School Cast to keep parents informed of current activities and opportunities available to students at SWHS. | Parent Involvement, Technology | 08/08/2018 | 05/22/2019 | \$0               | Principal         |
| <b>Total</b>  |   |                                |            |            | \$0               |                   |