



Alabama Technology Plan: Transform 2020

Sweet Water High School
Marengo County Board of Education

Mrs. Phyllis Flynn Mabowitz, Administrator
440 Main Street
P.O.Box 127
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 rural K-12 school with 695 students located in south Marengo County, Alabama. Our student body is 44 percent African-American, 56 percent Caucasian students, and 3% other. The economy of the area is largely dependent upon the timber industry that produces lumber and paper. About 63 percent of our students qualify for the free or reduced lunch program.

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.

Our vision for the school is to prepare every student to be successful in life. By providing a solid foundation our students will be successful in college, technical school, or upon entering the work force or military.

We strive to provide a safe and secure learning environment that includes high expectations for all students. It is our mission to develop students academically as well as students who demonstrate great character and citizenship. Our stakeholder surveys indicate that school culture and school pride are strong on our campus. Because we are a K4-12 school, we begin teaching self control in our K4 classroom. We teach our students the importance of demonstrating good character in everything they do. We regularly receive compliments regarding our students' behavior from people who visit our school and when our students travel for various events.

Our greatest assets are our employees and the community support we receive for our school. We have a very committed faculty and staff at our school that exhibit great work ethic. However, we believe that a great education is only achievable through a close relationship between school, families, and the community.

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.

Sweet Water High School has demonstrated consistent increases on state assessments over the past three years. However with the implementation of College and Career Ready Standards, focus must now shift to students being successful in college or to successfully enter the work force. Based upon this, we will focus upon increasing ACT scores and implementing three distinct career tech programs in grades 7 - 12.

Additional Information

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

Nothing at this time.

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 were 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 organization and programs for the following year. Parents are encouraged to share school improvement ideas through an "Open Door" policy. Regularly scheduled PTA meetings also provide a forum for parents, teachers, students, and administration time to discuss school improvement ideas. Parents are also members 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 and students participated through the completion of surveys and open ended questions. Administration and faculty were responsible for compiling data from a variety of sources and analyzing data and surveys to identify the improvement areas.

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 was 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. The plan is discussed at faculty meetings and PTA 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
- Discipline and Attendance Reports
- EducateAlabama Data
- Formative Assessments
- Inventory & Infrastructure Report-- Fast and Easy Access to network, and Availability of Technology
- Transform2020 Surveys (*Required)

Needs Assessment

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

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 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 needs associated with our technology inventory:

1. iPads for each teacher for instructional and collaborative use.
2. Additional iPad and/or Google Chromebook Carts with wireless printers attached for classroom use and collaborative learning/projects.
3. Wireless high volume color/black and white laser printers in all classrooms and computer labs for student use for collaborative projects to be completed across the content areas.

Need #1, 2, 3: When asked how many teachers have sufficient digital devices and tools to effectively integrate technology into learning.

44.44 % said yes, 50 % said somewhat, 5.56 % said no.

Need #1, 2: When asked how many teachers are interested in learning more about planning and implementing a 1 - 1 initiative in their classrooms, 66.67 % said yes, 30.56% said somewhat, 2.78% said no.

Need #1, 2, 3: When asked if teachers plan activities that promote individual and collaborative student reflection using digital communication tools, 75% said yes, 25% said somewhat, 0% said no.

This data was retrieved from the Transform 2020 Technology 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. Students will be required to use digital/online student learning programs to access coursework, collaborate with other students/teachers, and submit assignments digitally.
3. Students will have access to video conference software via video conference rooms or digital devices.

Need 1: When teachers were asked if their students used digital textbooks, 20% responded yes.

Need 2: When teachers were asked if their students used digital/online student learning programs, 20% responded yes.

Need 3: When teachers were asked if their students used video conference software, 0% responded 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 digital citizenship.
3. Technology Professional Development for all teachers and administrators, with specific emphasis on communicating relevant information and ideas to students, parents, and others using a variety of digital tools (website, learning management system, collaboration software, blogs, etc.)

Need 1: When asked how often teachers participate in learning communities to explore creative applications of technology to improve student learning: 19.44% said Never/Rarely, 30.56% said Occasionally, 33.3% said Frequently, and 16.67% said Routinely.

Need 1: When asked how often 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: 11.11% said Never/Rarely, 36.11% said Occasionally, 33.3% said Frequently, and 19.44% said Routinely.

Need 1: When asked how often teachers model collaboration by engaging in learning with students, colleagues, and others in online and face-to-face environments using digital devices and resources to support their students' success and innovation: 5.56% said Never/Rarely, 33.33% said Occasionally, 41.67% said Frequently, and 19.44% said Routinely.

Need 2: When asked how often teachers instruct students about the responsibilities of digital citizenship through global/cultural awareness and using digital tools to communicate about/with people in other cultures: 16.67% said Never/Rarely, 22.22% said Occasionally, 30.56% said Frequently, and 30.56% said Routinely.

Need 3: When asked how often teachers communicate relevant information and ideas to students, parents, and others using a variety of digital tools (website, learning management system, collaboration software, blogs, etc.): 11.11% said Never/Rarely, 25% said Occasionally, 41.67% said Frequently, and 22.22% 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—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 two areas of need associated with our technology Teacher Use - Teaching are as follows:

1. Technology Professional Development for all teachers and administrators, with specific emphasis on current research and Professional practice to make effective use of existing and emerging digital tools and resources in support of student learning.
2. Technology Professional Development for all teachers and administrators, with specific emphasis on 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
3. Technology Professional Development for all teachers and administrators, with specific emphasis on individual and collaborative student reflection using digital communication tools.

Need 1: When asked if teachers used current research and Professional practice to make effective use of existing and emerging digital tools and resources in support of student learning: 0% said Never/Rarely, 36.11% said Occasionally, 41.67% said Frequently, 22.22% 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, 11.11% said Never/Rarely, 22.22% said Occasionally, 41.67% said Frequently, 25% said Routinely.

Need #3 When asked if teachers promoted individual and collaborative student reflection using digital communication tools, 2.78% said Never/Rarely, 27.78% said Occasionally, 44.44% said Frequently, 25% 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 are as follows:

1. Increase use of technology in formative and summative assessments..
2. Increase the use of online tools as a means of communication between teachers and students.

Need #1: When asked if teachers use multiple and varied formative and summative assessments and use the data to inform learning and teaching, 5.56% said never or rarely, 16.67 % said occasionally, 44.44% said frequently, and 33.33% said routinely

Need #2: When asked if teachers communicate relevant information and ideas to students, parents, and others using a variety of digital tools, 11.11% said never or rarely, 25 % said occasionally, 41.67 % said frequently, and 22.22 % 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. Administrators should facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology.

Need 1: When asked how many administrators facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology, 100% said Occasionally.

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.

Sweet Water High School has a need for a computer lab equipped with laser printers and not designated for use of online courses, but available to teachers to complete the implementation of College and Career Ready Standards for research, publication, production, collaboration, and assessment.

This data is based on teacher and administrative requests. There are not sufficient desktop computers available for student research, publications, formal assessments, and printing.

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:

Our Professional Development plans are to focus on Chalkable's Classroom and Study Center products which will assist teachers in aligning instruction to Standards and delivering instruction through a digital medium. Students will be able to access the numerous tools offered in Study Center. Training will be given Face-to-Face onsite for a total of 14 hours of training given by a Chalkable representative.

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 2015-2016, Sweet Water High School will develop support systems that ensure students will become college and career ready.

Measurable Objective 1:

achieve college and career readiness by providing a support service to students and their families to ensure that all students at SWHS are meeting attendance requirements and state standards as well as being college and career ready by 05/20/2016 as measured by attendance records, student data, and the number of students prepared for college and careers.

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 academic success in order to be promoted to the next grade.

Research Cited:

Activity - School Cast	Activity Type	Tier	Phase	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 Community Engagement Academic Support Program			08/10/2015	05/20/2016	\$2343 - Title I Part A	Principal

Goal 2:

In 2015, 2016, Sweet Water High School will prepare and support teachers and leaders to graduate college and career ready students.

Measurable Objective 1:

achieve college and career readiness by providing collaborative and ongoing professional development for teachers and leaders by 05/20/2016 as measured by increased academic student growth.

Strategy1:

Professional Development - Teachers will receive training and coaching on a balanced approach to instruction consisting of explicit instruction and strategic teaching.

Research Cited: The results from extensive research repeatedly indicate that all students benefit from well-designed and explicitly taught

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skills. Tracey Hall, Ph.D Senior Research Scientist, NCAC

Activity - Educational Technology Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained by STI/Chalkable on the use of Study Center to analyze student performance data as well as to provide resources for instruction.	Professional Learning			10/12/2015	05/20/2016	\$10000 - Title I Part A	STI/Chalkable Consultants Principal Instructional Coach Technology Liasons Teachers

Goal 3:

In 2015-2016, Sweet Water High School faculty and staff will engage and empower the learner to become college and career ready graduates.

Measurable Objective 1:

achieve college and career readiness for all students at SWHS through the balanced approach of explicit instruction and strategic teaching by 05/20/2016 as measured by benchmark tests, Aspire assessments, and ACT.

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 work force.

Research Cited:

Activity - Career Tech Electives	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have new choices in electives at SWHS in the areas of Health Science, BTA, welding, as well as an art survey class.	Technology Direct Instruction Academic Support Program Career Preparation/ Orientation			08/10/2015	05/20/2016	\$0 - No Funding Required	Career Tech Teachers

Strategy2:

Standards Based Instruction - Teachers will teach using the 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.

Research Cited:

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Activity - Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The librarian, BTA teacher, and classroom teachers will collaborate to incorporate writing, research, and the use of technology across subject areas.	Technology Academic Support Program			08/10/2015	05/20/2016	\$0 - No Funding Required	librarian, BTA teachers, classroom 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 2015-2016, Sweet Water High School faculty and staff will engage and empower the learner to become college and career ready graduates.

Measurable Objective 1:

achieve college and career readiness for all students at SWHS through the balanced approach of explicit instruction and strategic teaching by 05/20/2016 as measured by benchmark tests, Aspire assessments, and ACT.

Strategy1:

Standards Based Instruction - Teachers will teach using the 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.

Research Cited:

Activity - Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The librarian, BTA teacher, and classroom teachers will collaborate to incorporate writing, research, and the use of technology across subject areas.	Technology Academic Support Program			08/10/2015	05/20/2016	\$0 - No Funding Required	librarian, BTA teachers, classroom teachers

Goal 2:

In 2015-2016, Sweet Water High School will develop support systems that ensure students will become college and career ready.

Measurable Objective 1:

achieve college and career readiness by providing a support service to students and their families to ensure that all students at SWHS are meeting attendance requirements and state standards as well as being college and career ready by 05/20/2016 as measured by attendance records, student data, and the number of students prepared for college and careers.

Strategy1:

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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 academic success in order to be promoted to the next grade.

Research Cited:

Activity - Problem Solving Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Problem Solving Team will meet with students whose promotion is in jeopardy at the end of each nine weeks. Parents will also be required to come to the school to meet with a member of the Problem Solving Team.	Academic Support Program Behavioral Support Program Parent Involvement			08/10/2015	05/20/2016	\$0 - No Funding Required	Problem Solving Team Members, parents, students

Activity - School Cast	Activity Type	Tier	Phase	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.	Community Engagement Academic Support Program Parent Involvement			08/10/2015	05/20/2016	\$2343 - Title I Part A	Principal

Strategy2:

Attendance - Student attendance will be monitored by the Attendance Office to ensure that students are attending school.

Research Cited:

Activity - Attendance Officer	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The attendance officer will track the attendance/tardies of all students. She will communicate with parents if there is an attendance issue and report it as needed to the county attendance officer.	Policy and Process Academic Support Program			08/10/2015	05/20/2016	\$0 - No Funding Required	Attendance Officer, County Attendance Officer

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 2015-2016, Sweet Water High School faculty and staff will engage and empower the learner to become college and career ready graduates.

Measurable Objective 1:

achieve college and career readiness for all students at SWHS through the balanced approach of explicit instruction and strategic teaching by 05/20/2016 as measured by benchmark tests, Aspire assessments, and ACT.

Strategy1:

Standards Based Instruction - Teachers will teach using the 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.

Research Cited:

Activity - Pacing Guides/Benchmark Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize pacing guides to prepare students for benchmark assessments each nine weeks.	Direct Instruction			08/10/2015	05/20/2016	\$0 - No Funding Required	Principal, Instructional Coach

Activity - Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The librarian, BTA teacher, and classroom teachers will collaborate to incorporate writing, research, and the use of technology across subject areas.	Technology Academic Support Program			08/10/2015	05/20/2016	\$0 - No Funding Required	librarian, BTA teachers, classroom teachers

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data Meetings will be held to identify strengths and weaknesses and to develop a plan based on data (Global Scholar, DIBELS, benchmark assessments, Aspire, and ACT)	Academic Support Program Direct Instruction			08/10/2015	05/20/2016	\$0 - No Funding Required	Principal and Instructional Coach

Strategy2:

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 work force.

Research Cited:

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Activity - Career Tech Electives	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have new choices in electives at SWHS in the areas of Health Science, BTA, welding, as well as an art survey class.	Career Preparation/ Orientation Direct Instruction Academic Support Program Technology			08/10/2015	05/20/2016	\$0 - No Funding Required	Career Tech Teachers

Strategy3:

Dual Enrollment - Qualified students in 11th and 12th grade will be given an opportunity to enroll in college level classes through Alabama Southern.

Research Cited:

Activity - Dual Enrollment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Qualified students in grades 11 and 12 are encouraged to take English 101 through Alabama Southern at SWHS on Monday, Tuesday, and Thursday mornings to receive college credit.	Direct Instruction Career Preparation/ Orientation Academic Support Program			08/10/2015	05/20/2016	\$0 - Other	Librarian, Counselor

Strategy4:

Explicit Instruction/Strategic Teaching - Students will meet benchmark proficiencies in Reading/ELA, Math, and Science as a result of explicit instruction and strategic teaching. Teachers will utilize direct instruction in both large and small groups as well as well as collaborative strategic activities. Students will therefore master materials based upon direct instruction and strategic and collaborative learning.

Research Cited: Research Cited: The effective teaching practices research identified most if not all of the components of explicit instruction as essential for positive student outcomes (e.g., Rosenshine Stevens, 1986; Ellis & Worthington, 1995).

Activity - Lower Teacher/Pupil Ratio	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A classroom reduction grant is being utilized to ensure that students receive a strong foundation in reading and math in kindergarten.	Class Size Reduction			08/10/2015	05/20/2016	\$68717 - Title II Part A	Principal, Kindergarten Teacher

Activity - Collaborative/Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use strategic teaching and the use of collaborative assignments across the curriculum to engage students.	Direct Instruction			08/10/2015	05/20/2016	\$0 - No Funding Required	Principal, Instructional Coach

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Activity - Modeled Work/ Guided Practice	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teacher will use explicit instruction to model work for students and provide guided practice.	Direct Instruction			08/10/2015	05/20/2016	\$0 - No Funding Required	Principal, Instructional Coach

Activity - Whole Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize a variety of strategies including the use of technology to engage students.	Direct Instruction			08/10/2015	05/20/2016	\$0 - No Funding Required	teachers, principal, Instructional Coach

Goal 2:

In 2015-2016, Sweet Water High School will develop support systems that ensure students will become college and career ready.

Measurable Objective 1:

achieve college and career readiness by providing a support service to students and their families to ensure that all students at SWHS are meeting attendance requirements and state standards as well as being college and career ready by 05/20/2016 as measured by attendance records, student data, and the number of students prepared for college and careers.

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 academic success in order to be promoted to the next grade.

Research Cited:

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A teacher facilitated tutoring program with upperclassman serving as tutor will begin in September to provide academic assistance in grades 5-12.	Tutoring Academic Support Program			09/01/2015	05/20/2016	\$0 - Title I Part A	Staff members, peer tutors

Activity - Problem Solving Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Problem Solving Team will meet with students whose promotion is in jeopardy at the end of each nine weeks. Parents will also be required to come to the school to meet with a member of the Problem Solving Team.	Parent Involvement Behavioral Support Program Academic Support Program			08/10/2015	05/20/2016	\$0 - No Funding Required	Problem Solving Team Members, parents, students

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Activity - Intervention Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An intervention teacher will provide small group instruction to students in grades K-6 who are not meeting their grade specific standards.	Tutoring Academic Support Program Direct Instruction			08/10/2015	05/20/2016	\$0 - No Funding Required	Intervention Teacher

Activity - Senior Night/Scholarship Committee	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Guidance Counselor and Scholarship Committee will meet with and provide students and parents with information to prepare their child for the college application process during Senior Night as well as scholarship opportunities at Career Night and throughout the year to assist with college funding.	Career Preparation/ Orientation Community Engagement Academic Support Program Parent Involvement			08/10/2015	05/20/2016	\$0 - No Funding Required	Guidance Counselor

Activity - School Cast	Activity Type	Tier	Phase	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.	Academic Support Program Community Engagement Parent Involvement			08/10/2015	05/20/2016	\$2343 - Title I Part A	Principal

Strategy2:

Attendance - Student attendance will be monitored by the Attendance Office to ensure that students are attending school.

Research Cited:

Activity - Attendance Officer	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The attendance officer will track the attendance/tardies of all students. She will communicate with parents if there is an attendance issue and report it as needed to the county attendance officer.	Academic Support Program Policy and Process			08/10/2015	05/20/2016	\$0 - No Funding Required	Attendance Officer, County Attendance Officer

Goal 3:

In 2015, 2016, Sweet Water High School will prepare and support teachers and leaders to graduate college and career ready students.

Measurable Objective 1:

achieve college and career readiness by providing collaborative and ongoing professional development for teachers and leaders by 05/20/2016 as measured by increased academic student growth.

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Strategy1:

Professional Development - Teachers will receive training and coaching on a balanced approach to instruction consisting of explicit instruction and strategic teaching.

Research Cited: The results from extensive research repeatedly indicate that all students benefit from well-designed and explicitly taught skills. Tracey Hall, Ph.D Senior Research Scientist, NCAC

Activity - Balanced Instruction/Data Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended data meetings will be held in September for review of ACT Aspire and ACT data. A balance of explicit instruction and strategic instructions will be discussed in reference to the strengths and weaknesses identified in the data.	Professional Learning			09/01/2015	05/20/2016	\$525 - General Fund	Principal, Phyllis Mabowitz, Instructional Coach, Wendy Joiner, Teachers

Activity - Focus on Standards/Webb's Depth of Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will review Global Scholar Benchmark Assessment Data to determine student progress towards mastery of required standards. They will be trained by STI/Chalkable on Webb's Depth of Knowledge and on the use of Study Center and Alex as resources to effectively teach the standards.	Professional Learning			10/12/2015	05/20/2016	\$10000 - Title I Part A	STI/ Chalkable Consultants Principal Instructional Coach Teachers

Activity - CCRS Science Standard Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team of science teachers will attend the CCRS Science Standard training sessions provided by the ALSDE and turn the training around to all other teachers of science at our school.	Professional Learning			09/24/2015	05/20/2016	\$0 - State Funds	ALSDE AMSTI Teachers

Activity - Educational Technology Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained by STI/Chalkable on the use of Study Center to analyze student performance data as well as to provide resources for instruction.	Professional Learning			10/12/2015	05/20/2016	\$10000 - Title I Part A	STI/Chalkable Consultants Principal Instructional Coach Technology Liasons Teachers

Plan for ACIP 2015-2016

Overview

Plan Name

Plan for ACIP 2015-2016

Plan Description

Plan for ACIP 2015-2016

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 2015-2016, Sweet Water High School will develop support systems that ensure students will become college and career ready.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$0
2	In 2015, 2016, Sweet Water High School will prepare and support teachers and leaders to graduate college and career ready students.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$525
3	In 2015-2016, Sweet Water High School faculty and staff will engage and empower the learner to become college and career ready graduates.	Objectives: 1 Strategies: 4 Activities: 9	Organizational	\$68717

Goal 1: In 2015-2016, Sweet Water High School will develop support systems that ensure students will become college and career ready.

Measurable Objective 1:

achieve college and career readiness by providing a support service to students and their families to ensure that all students at SWHS are meeting attendance requirements and state standards as well as being college and career ready by 05/20/2016 as measured by attendance records, student data, and the number of students prepared for college and careers.

Strategy 1:

Attendance - Student attendance will be monitored by the Attendance Office to ensure that students are attending school.

Activity - Attendance Officer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The attendance officer will track the attendance/tardies of all students. She will communicate with parents if there is an attendance issue and report it as needed to the county attendance officer.	Policy and Process, Academic Support Program	08/10/2015	05/20/2016	\$0	No Funding Required	Attendance Officer, County Attendance Officer

Strategy 2:

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 academic success in order to be promoted to the next grade.

Activity - Intervention Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An intervention teacher will provide small group instruction to students in grades K-6 who are not meeting their grade specific standards.	Tutoring, Direct Instruction, Academic Support Program	08/10/2015	05/20/2016	\$0	No Funding Required	Intervention Teacher

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A teacher facilitated tutoring program with upperclassman serving as tutor will begin in September to provide academic assistance in grades 5-12.	Tutoring, Academic Support Program	09/01/2015	05/20/2016	\$0	Title I Part A	Staff members, peer tutors

Activity - Problem Solving Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The Problem Solving Team will meet with students whose promotion is in jeopardy at the end of each nine weeks. Parents will also be required to come to the school to meet with a member of the Problem Solving Team.	Parent Involvement, Behavioral Support Program, Academic Support Program	08/10/2015	05/20/2016	\$0	No Funding Required	Problem Solving Team Members, parents, students
Activity - Senior Night/Scholarship Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Guidance Counselor and Scholarship Committee will meet with and provide students and parents with information to prepare their child for the college application process during Senior Night as well as scholarship opportunities at Career Night and throughout the year to assist with college funding.	Parent Involvement, Career Preparation/Orientation, Community Engagement, Academic Support Program	08/10/2015	05/20/2016	\$0	No Funding Required	Guidance Counselor
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, Community Engagement, Academic Support Program	08/10/2015	05/20/2016	\$0	Title I Part A	Principal

Goal 2: In 2015, 2016, Sweet Water High School will prepare and support teachers and leaders to graduate college and career ready students.

Measurable Objective 1:

achieve college and career readiness by providing collaborative and ongoing professional development for teachers and leaders by 05/20/2016 as measured by increased academic student growth.

Strategy 1:

Professional Development - Teachers will receive training and coaching on a balanced approach to instruction consisting of explicit instruction and strategic teaching.

Research Cited: The results from extensive research repeatedly indicate that all students benefit from well-designed and explicitly taught skills. Tracey Hall, Ph.D

Senior Research Scientist, NCAC

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Activity - Balanced Instruction/Data Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended data meetings will be held in September for review of ACT Aspire and ACT data. A balance of explicit instruction and strategic instructions will be discussed in reference to the strengths and weaknesses identified in the data.	Professional Learning	09/01/2015	05/20/2016	\$525	General Fund	Principal, Phyllis Mabowitz, Instructional Coach, Wendy Joiner, Teachers
Activity - Focus on Standards/Webb's Depth of Knowledge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review Global Scholar Benchmark Assessment Data to determine student progress towards mastery of required standards. They will be trained by STI/Chalkable on Webb's Depth of Knowledge and on the use of Study Center and Alex as resources to effectively teach the standards.	Professional Learning	10/12/2015	05/20/2016	\$0	Other	STI/ Chalkable Consultants Principal Instructional Coach Teachers
Activity - Educational Technology Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained by STI/Chalkable on the use of Study Center to analyze student performance data as well as to provide resources for instruction.	Professional Learning	10/12/2015	05/20/2016	\$0	Other	STI/Chalkable Consultants Principal Instructional Coach Technology Liasons Teachers
Activity - CCRS Science Standard Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of science teachers will attend the CCRS Science Standard training sessions provided by the ALSDE and turn the training around to all other teachers of science at our school.	Professional Learning	09/24/2015	05/20/2016	\$0	Other	ALSDE AMSTI Teachers

Goal 3: In 2015-2016, Sweet Water High School faculty and staff will engage and empower the learner to become college and career ready graduates.

Measurable Objective 1:

achieve college and career readiness for all students at SWHS through the balanced approach of explicit instruction and strategic teaching by 05/20/2016 as measured by benchmark tests, Aspire assessments, and ACT.

Strategy 1:

Explicit Instruction/Strategic Teaching - Students will meet benchmark proficiencies in Reading/ELA, Math, and Science as a result of explicit instruction and strategic teaching. Teachers will utilize direct instruction in both large and small groups as well as well as collaborative strategic activities. Students will therefore master materials based upon direct instruction and strategic and collaborative learning.

Research Cited: Research Cited: The effective teaching practices research identified most if not all of the components of explicit instruction as essential for positive student outcomes (e.g., Rosenshine Stevens, 1986; Ellis & Worthington, 1995).

Activity - Whole Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize a variety of strategies including the use of technology to engage students.	Direct Instruction	08/10/2015	05/20/2016	\$0	No Funding Required	teachers, principal, Instructional Coach

Activity - Modeled Work/ Guided Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teacher will use explicit instruction to model work for students and provide guided practice.	Direct Instruction	08/10/2015	05/20/2016	\$0	No Funding Required	Principal, Instructional Coach

Activity - Collaborative/Strategic Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use strategic teaching and the use of collaborative assignments across the curriculum to engage students.	Direct Instruction	08/10/2015	05/20/2016	\$0	No Funding Required	Principal, Instructional Coach

Activity - Lower Teacher/Pupil Ratio	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A classroom reduction grant is being utilized to ensure that students receive a strong foundation in reading and math in kindergarten.	Class Size Reduction	08/10/2015	05/20/2016	\$68717	Title II Part A	Principal, Kindergarten Teacher

Strategy 2:

Standards Based Instruction - Teachers will teach using the 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.

Activity - Pacing Guides/Benchmark Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize pacing guides to prepare students for benchmark assessments each nine weeks.	Direct Instruction	08/10/2015	05/20/2016	\$0	No Funding Required	Principal, Instructional Coach

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Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Meetings will be held to identify strengths and weaknesses and to develop a plan based on data (Global Scholar, DIBELS, benchmark assessments, Aspire, and ACT)	Direct Instruction, Academic Support Program	08/10/2015	05/20/2016	\$0	No Funding Required	Principal and Instructional Coach

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The librarian, BTA teacher, and classroom teachers will collaborate to incorporate writing, research, and the use of technology across subject areas.	Academic Support Program, Technology	08/10/2015	05/20/2016	\$0	No Funding Required	librarian, BTA teachers, classroom teachers

Strategy 3:

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 work force.

Activity - Career Tech Electives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have new choices in electives at SWHS in the areas of Health Science, BTA, welding, as well as an art survey class.	Career Preparation/Orientation, Direct Instruction, Academic Support Program, Technology	08/10/2015	05/20/2016	\$0	No Funding Required	Career Tech Teachers

Strategy 4:

Dual Enrollment - Qualified students in 11th and 12th grade will be given an opportunity to enroll in college level classes through Alabama Southern.

Activity - Dual Enrollment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualified students in grades 11 and 12 are encouraged to take English 101 through Alabama Southern at SWHS on Monday, Tuesday, and Thursday mornings.	Career Preparation/Orientation, Direct Instruction, Academic Support Program	08/10/2015	05/20/2016	\$0	Other	Librarian, Counselor

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Lower Teacher/Pupil Ratio	A classroom reduction grant is being utilized to ensure that students receive a strong foundation in reading and math in kindergarten.	Class Size Reduction	08/10/2015	05/20/2016	\$68717	Principal, Kindergarten Teacher
Total					\$68717	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Pacing Guides/Benchmark Assessments	Teachers will utilize pacing guides to prepare students for benchmark assessments each nine weeks.	Direct Instruction	08/10/2015	05/20/2016	\$0	Principal, Instructional Coach
Senior Night/Scholarship Committee	The Guidance Counselor and Scholarship Committee will meet with and provide students and parents with information to prepare their child for the college application process during Senior Night as well as scholarship opportunities at Career Night and throughout the year to assist with college funding.	Parent Involvement, Career Preparation/Orientation, Community Engagement, Academic Support Program	08/10/2015	05/20/2016	\$0	Guidance Counselor
Data Meetings	Data Meetings will be held to identify strengths and weaknesses and to develop a plan based on data (Global Scholar, DIBELS, benchmark assessments, Aspire, and ACT)	Direct Instruction, Academic Support Program	08/10/2015	05/20/2016	\$0	Principal and Instructional Coach
Modeled Work/ Guided Practice	The teacher will use explicit instruction to model work for students and provide guided practice.	Direct Instruction	08/10/2015	05/20/2016	\$0	Principal, Instructional Coach

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Problem Solving Team Meetings	The Problem Solving Team will meet with students whose promotion is in jeopardy at the end of each nine weeks. Parents will also be required to come to the school to meet with a member of the Problem Solving Team.	Parent Involvement, Behavioral Support Program, Academic Support Program	08/10/2015	05/20/2016	\$0	Problem Solving Team Members, parents, students
Collaboration	The librarian, BTA teacher, and classroom teachers will collaborate to incorporate writing, research, and the use of technology across subject areas.	Academic Support Program, Technology	08/10/2015	05/20/2016	\$0	librarian, BTA teachers, classroom teachers
Career Tech Electives	Students will have new choices in electives at SWHS in the areas of Health Science, BTA, welding, as well as an art survey class.	Career Preparation/Orientation, Direct Instruction, Academic Support Program, Technology	08/10/2015	05/20/2016	\$0	Career Tech Teachers
Collaborative/Strategic Teaching	Teachers will use strategic teaching and the use of collaborative assignments across the curriculum to engage students.	Direct Instruction	08/10/2015	05/20/2016	\$0	Principal, Instructional Coach
Whole Group Instruction	Teachers will utilize a variety of strategies including the use of technology to engage students.	Direct Instruction	08/10/2015	05/20/2016	\$0	teachers, principal, Instructional Coach
Intervention Teacher	An intervention teacher will provide small group instruction to students in grades K-6 who are not meeting their grade specific standards.	Tutoring, Direct Instruction, Academic Support Program	08/10/2015	05/20/2016	\$0	Intervention Teacher
Attendance Officer	The attendance officer will track the attendance/tardies of all students. She will communicate with parents if there is an attendance issue and report it as needed to the county attendance officer.	Policy and Process, Academic Support Program	08/10/2015	05/20/2016	\$0	Attendance Officer, County Attendance Officer
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Balanced Instruction/Data Meeting	Extended data meetings will be held in September for review of ACT Aspire and ACT data. A balance of explicit instruction and stategic instructions will be discussed in reference to the strengths and weaknesses identified in the data.	Professional Learning	09/01/2015	05/20/2016	\$525	Principal, Phyllis Mabowitz, Instructional Coach, Wendy Joiner, Teachers
Total					\$525	

Title I Part A

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, Community Engagement, Academic Support Program	08/10/2015	05/20/2016	\$0	Principal
After School Tutoring	A teacher facilitated tutoring program with upperclassman serving as tutor will begin in September to provide academic assistance in grades 5-12.	Tutoring, Academic Support Program	09/01/2015	05/20/2016	\$0	Staff members, peer tutors
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CCRS Science Standard Training	A team of science teachers will attend the CCRS Science Standard training sessions provided by the ALSDE and turn the training around to all other teachers of science at our school.	Professional Learning	09/24/2015	05/20/2016	\$0	ALSDE AMSTI Teachers
Educational Technology Training	Teachers will be trained by STI/Chalkable on the use of Study Center to analyze student performance data as well as to provide resources for instruction.	Professional Learning	10/12/2015	05/20/2016	\$0	STI/Chalkable Consultants Principal Instructional Coach Technology Liasons Teachers

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Dual Enrollment	Qualified students in grades 11 and 12 are encouraged to take English 101 through Alabama Southern at SWHS on Monday, Tuesday, and Thursday mornings.	Career Preparation/Orientation, Direct Instruction, Academic Support Program	08/10/2015	05/20/2016	\$0	Librarian, Counselor
Focus on Standards/Webb's Depth of Knowledge	Teachers will review Global Scholar Benchmark Assessment Data to determine student progress towards mastery of required standards. They will be trained by STI/Chalkable on Webb's Depth of Knowledge and on the use of Study Center and Alex as resources to effectively teach the standards.	Professional Learning	10/12/2015	05/20/2016	\$0	STI/Chalkable Consultants Principal Instructional Coach Teachers
Total					\$0	