



# Alabama Technology Plan

Aliceville Elementary School

Pickens County Schools

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# TABLE OF CONTENTS

## **Executive Summary**

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information.....	6

## **Improvement Plan Stakeholder Involvement**

Introduction.....	8
Improvement Planning Process.....	9

## **Technology Diagnostic**

Introduction.....	11
Data.....	12
Needs Assessment.....	13
Professional Learning.....	16
Accountability Questions.....	17

## **2017-2018 AES Alabama Technology Plan**

Overview.....	24
---------------	----

Goals Summary ..... 25

- Goal 1: By the end of the 2017-2018 school year third and fourth grade students will increase by 5% scoring average or above average on Scantron Performance in Reading ..... 26
- Goal 2: By the end of the 2017-2018 school year third and fourth grade students will increase by 5% on the Scantron Performance in Math ..... 27
- Goal 3: Engage and Empower the Learner Through Technology ..... 28
- Goal 4: Prepare and Support Teachers and Leaders to Graduate College and Career-Ready Students ..... 29
- Goal 5: By the end of the 2017-2018 school year third and fourth grade students will increase by 5% on the Writing Assessment ..... 30
- Goal 6: Professional Development: Professional learning opportunities will be available to all teachers and certified staff throughout the school year based on assessment results from the previous school year. .... 31
- Goal 7: Model and Promote the Use of Alabama Virtual Library by Connecting Students to a World of Online Knowledge  
32
- Goal 8: By the end of 2020 all teachers and staff will identify, prioritize, and incorporate the use of technology to achieve learning objectives in all disciplines at Aliceville Elementary School ..... 32

Activity Summary by Funding Source ..... 34

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# Executive Summary

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## **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.

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## 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?**

Aliceville Elementary School's current enrollment is 344. This is a 20% decline over the past three years in student enrollment. The ethnic composition is 98.6 percent African-American. Due to the high percentage of students that eat free or reduced lunch, AES qualifies for Title 1 services school wide. The majority of our parents are either blue-collar workers or unemployed. As of the 2010 United States Census, there were 2,486 people residing in the town. 74.9% were African American, 22.6% White, 0.1% Native American, 0.0% Asian, 0.8% from some other race and 1.6% of two or more races. 1.2% were Hispanic or Latino of any race. Aliceville is a town in Pickens County, Alabama. According to the 2005 U.S. Census estimates, the town had a population of 2,486. Approximately 5 years ago, Aliceville received a new Federal Prison. The prison formed a partnership with our school. The primary industry in our community is the timber industry. The primary challenges in the school's community is social and economic. Approximately 98% of the white children attend private schools. The median household income in Aliceville, Alabama is \$18,847. The median household income for the surrounding county is \$28,762 compared to the national median of \$53,046. The median age of people living in Aliceville is 33.3 years.

## 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 mission statement is "Inspiring Ethical Leaders.....One Child At a Time". Our Vision is to provide a positive, safe environment that produces respectful, resourceful, responsible leaders with strong moral values. Our community of learners includes children with special needs such as learning disabilities, speech/language impairments, intellectual disability, diabetes, asthma, English as a second language and loss of hearing. We also have a large percentage of children living below the poverty level. Accommodations are made to meet the needs of each of these students as we continually develop and implement our curriculum. Our goal is to instill a love of learning in each student as we strive to make each student a life-long learner. Computers, iPads, and Promethean Boards in every classroom, as well as differentiated instruction to meet every learners plan, enable us to meet the needs and goals of all students. An after school program is also in place to assist with intervention for our strugglers. Ongoing Positive Support Team Meetings, grade level meetings, and data meetings allow us to remain focused on the individual needs of all students.

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## 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.**

Aliceville Elementary School has been able to sustain an arts program for the last two years and are continuing this year with a certified art teacher who volunteers her services in grades K-4. We also continue to have a choir program that consist of second through fourth graders and is coached by our Physical Education teacher. The choir performs at school functions and travels to surrounding areas for student performances. We continue to apply for art grants each year to help sustain these programs.

Over the next three years the school is striving to continue to integrate the arts across the curriculum in order to increase student achievement in reading, writing, math and science. Through collaborative efforts among the faculty and staff the curriculum and instruction will be enhanced for all students.

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## Additional Information

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

Aliceville Elementary strives to make our students career and college ready beginning in kindergarten. Students at Aliceville Elementary school use classroom computers for research, reports, learning games, Accelerated Reader, and for taking online assessments. Lessons in reading and math are introduced using the Promethean Board in conjunction with our reading and math series interactive components. Two sets of ActiVotes are available for use with the boards as needed. Each class is also scheduled to attend our computer labs 2 times a week. Additional times are available as needed. Students and teachers use computer lab time to take assessments, extend and develop classroom research, and utilize instructional activities and games that promote learning. Teachers incorporate engaging lessons to meet the needs of diverse learners with differentiated lessons. It is our belief that all of our students are capable of learning and becoming productive citizens.

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# Improvement Plan Stakeholder Involvement

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## **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.

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## 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.**

In order to keep our stakeholders involved with the school's improvement, Aliceville Elementary School designates stakeholders to serve on various committees. The stakeholders are chosen by their participation in school activities and their willingness to give input. Once the stakeholders have been appointed to the committees, the meetings are scheduled at times that are convenient to them. At the first meeting, the chairperson reviews the responsibilities and expectations of each member and together a goal is set. Additionally, follow-up meetings are scheduled with the committee members to continuously review the implementation of the improvement plan and/or adjust the goals.

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

The CIP committee is composed of active stakeholders such as school leaders, teachers and parents. The CIP committee is responsible for assisting the committee with reviewing the data and determining goals for school improvement. They also attend follow-up meetings to periodically review the CIP, ensuring the goals are being met and they help adjust goals if necessary. Also, stakeholders are present on the Title I committee. These stakeholders are responsible for being the liaisons to parents and other teachers on how Title I funds are being used to help the school. Additionally, the parent involvement committee contains other active stakeholders. This committee plans and conducts parent involvement activities throughout the school year in order to increase parent involvement at the school.

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

The final improvement plan is communicated to the stakeholders through a series of meetings. First, the faculty is presented with the plan during a faculty meeting. The goals are reviewed and the methods used to meet each goal are discussed. Secondly, the parents and other stakeholders are presented the plan during a PTSO meeting. A committee representative will explain the plan to those attending the meetings and explain what the plan means to the students. The improvement plan will be reviewed on a monthly basis to ensure that progress is being made.

# Technology Diagnostic

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## **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.

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## Data

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

**Response:**

- Board of Education actions
- Continuous Improvement Plan
- EducateAlabama Data
- End of Course Assessments
- Federal Government Regulations
- Formative Assessments
- Inventory & Infrastructure Report-- Fast and Easy Access to network, and Availability of Technology
- Principal Walk-Through Checklist
- Professional Learning Evaluations, Lesson Plans
- Student Achievement Data
- Technology Plan Surveys (\*Required)

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## 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.**

Based on results from technology surveys from parents, teachers, and students our top areas of need are 1) Funds to replace older computers and newer ones as needed, 2) Updated wireless capability 3) Increased bandwidth to support BYOD (Bring Your Own Device)

**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.**

- 1) 90% of teachers are interested in implementing a 1 to 1 device to student ratio in the classroom.
- 2) 35% of teachers do not have sufficient digital devices and tools to effectively integrate technology into teaching.
- 3) Only 18% of teachers have access to a laptop for instructional use.

Results are based on Transform 2020 Surveys and technology inventories.

**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.**

- 1) Increase the percentage of authentic/real-world experiences whereby students use contemporary tools and digital resources in creative ways to pursue their individual curiosities and manage/assess their own learning. (60% to 80%)
- 2) Increase the percentage of students that have been taught the responsibilities of digital citizenship through global/cultural awareness and using digital tools to communicate about/with people in other cultures. (45% to 80%)
- 3) Increase the engagement in learning with students, colleagues, and others in face-to face and virtual environments. (53% to 80%)

Results are based on Transform 2020 survey results.

**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.**

- 1) Increase the percentage of teachers that participate in local and global learning communities to explore creative applications of technology to improve student learning. (45% to 80%)



- 2) Increase the percentage of teachers 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. (49% to 80%)
- 3) Increase the percentage of teachers that evaluate and reflect on current research and Professional practice to make effective use of existing and emerging digital tools and resources in support of student learning. (58% to 80%)

Results are based on Transform 2020 results.

**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.**

- 1) 90% of teachers are interested in learning more about planning and using project-based/authentic learning activities in the classroom.
- 2) Increase the percentage of teachers that model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments. (54% to 80%)
- 3) Over 70% of teachers address the diverse needs of all learners by using learner centered strategies providing equitable access to appropriate digital tools and resources.

Results are based on Transform 2020 technology survey reports.

**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.**

- 1) Increase the number of teachers that plan instruction using the National Education Technology Standards to ensure that students have the knowledge, skills and attitudes necessary for school and careers. (55% to 80%)
- 2) Increase the percentage of teachers that demonstrate fluency in technology use and transfer of that knowledge to new technologies and situations. (63% to 80%)
- 3) Increase the percentage of teachers that model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning. (70% to 85%)

Results are based on Transform 2020 technology survey results.

**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.**

- 1) School leaders show support of effective instructional practice by modeling the use of technologies for staff and other leaders.
- 2) School leaders model, promote and discuss through teacher evaluations the frequent and effective, research-based use of technology for learning throughout the curriculum.

- 3) School leaders provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners.
- 4) 100% of staff feel the principal supports and promotes integrating digital resources and tools in the classroom.

Results are based on

- 1) Principal Walk-Through Checklist which indicates usage of technology
- 2) Inventory & Infrastructure Report
- 3) Continuous Improvement Plan
- 4) Transform 2020 Surveys

**Identify the top 1-3 areas of need associated with other technology program areas. Identify the data sources and actual data results that led you to conclude that these are areas of strength and need.**

- 1) 90% of teachers are interested in implementing a 1 to 1 device to student ratio in the classroom.
- 2) 35% of teachers do not have sufficient digital devices and tools to effectively integrate technology into teaching.
- 3) Only 18% of teachers have access to a laptop for instructional use.

Results are based on

- 1) Transform 2020 Surveys
- 2) Technology Inventory

## 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.**

- 1) Increase the percentage of teachers that participate in local and global learning communities to explore creative applications of technology to improve student learning. (45% to 80%)
- 2) Increase the percentage of teachers 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. (49% to 80%)
- 3) Increase the percentage of teachers that evaluate and reflect on current research and Professional practice to make effective use of existing and emerging digital tools and resources in support of student learning. (58% to 80%)

Results are based on Transform 2020 survey results.

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## 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:**

Prepare and Support Teachers and Leaders to Graduate College-and Career-Ready Students

**Measurable Objective 1:**

100% of Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance using technology and digital resources. 100% of teachers will provide standards based instruction and authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning, and creativity in Reading by 05/22/2015 as measured by Educate Alabama report, decreased usage of paper and hard copy material, and principals report using classroom/student observation tools.

**Strategy1:**

Professional Learning - Free tools for principals to use to document digital learning experiences in the classroom will be provided. Professional learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive multimedia devices that engage, challenge, and empower students to learn in a variety of ways will be provided through our Regional Inservice Center, local school board, and local school.

Category:

Research Cited: NETS-S 6, CCRS Literacy Standards; Plan2020 p. 14, 54

Activity - Training for Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing training will continue for Think Central-Interactive Math Program for instruction in mathematics, Pearsonrealize.net, in reading, IPad training, and CCRS Standards Training using the state website Alex and the Insight tool to incorporate technology in the classroom. Grade level meeting continue to explore and introduce teachers to Edmodo, My Skills Tutor, Kid's College and other forms of technology to foster an innovative environment in the classroom.	Professional Learning	09/18/2014	05/29/2015	\$500 - Title I Schoolwide	Principal, CIP Committee, Parent Involvement Committee

**Narrative:**

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

**Goal 1:**

Engage and Empower the Learner Through Technology

**Measurable Objective 1:**

80% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency using creative and critical thinking expertise and effective collaborative communication skills by developing innovative products and processes using technology in a variety of learning environments in Reading by 05/22/2015 as measured by the principal's observation tools, the student's final products/performance that demonstrates mastery of standards, and the implementation of technology based lesson plans.

**Strategy1:**

Use Technology and Communication Tools to Increase Student Achievement - AES will provide ongoing professional development utilizing best practices in the use of technology. Professional development opportunities for teachers to create effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology will be ongoing. Through this professional development, teachers will provide a portal of best practice lessons, web resources, and experiences that provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using technology. We will continue to expand accessibility and quantity of free, high-quality, engaging, standards-based, digital media resources for students. AES will provide opportunities for teachers to develop strategies that allow students to learn from fellow students through the use of various safe and appropriate collaborative applications as well as Internet based social media. Teachers will be assisted as they move from static, text-based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower, and connect students to all forms of learning. Free tools will continue to be provided to principals to use to document digital learning experiences in the classroom. The decreased usage of paper and hard copy materials will be another indicator of success.

Category:

Research Cited: Nets-S1, CCRS Literacy Standards Plan2020 p. 14, 26, 54)

**Alabama Technology Plan**

Aliceville Elementary School

Activity - Digital Learning Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Based on our percentage of high need and high poverty students, access to computers at home is an issue. Therefore, students are given the opportunity to demonstrate creative and critical thinking expertise by exploring various concepts through the use of technology at school. Learning stations incorporate I Pads and computers into small learning groups. Students are allowed to individually use the Promethean boards to explore topics and engage in learning games. Assessments are given in reading and math, and students are able to navigate effectively through each. Third and fourth grade students use technology to research and process information through reports, portfolios, and projects. Resources for our reading and math series are available to both students and teachers to use at home. Students in grades k-4 effectively use computers, I Pads and the Promethean boards daily in all areas of instruction. Fourth grade students are taught to manage the circulation by collection of library books and checking books in on a daily basis. Our PE department utilizes technology through the use of Wii motion games and electronic dance pads. Kid's College and My Skills Tutor are used daily. Funds will be used to provide or replace technology as needed for individual classrooms.</p>	Technology	09/18/2014	05/22/2015	\$1000 - Title I Schoolwide	Principal, CIP members, parent involment committee members, and our faculty have input into funding.

**Narrative:**

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:**

Prepare and Support Teachers and Leaders to Graduate College-and Career-Ready Students

**Measurable Objective 1:**

90% of Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance based on instruction to create, promote and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students in Mathematics by 05/29/2015 as measured by Transform 2020 survey results, principal report using classroom/observation, Educate Alabama Principal survey.

**Strategy1:**

Promote Innovation - Through professional development, grade level meetings, and through collaboration with one another, we will continue to transition our schools dependence on textbooks and toward an expanded online delivery of instruction materials. Modeling, scaffolding and demonstrations on effective use of technology in the classroom will be ongoing.

Category:

Research Cited: NETS-S1, CCRS Literacy Standards Plan 2020)

# Alabama Technology Plan

Aliceville Elementary School

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor lessons utilizing various forms of technology in the classroom that provides differentiated instruction that engages all learners. (Promethean Board, slates, iPads, labs, etc.)	Direct Instruction	09/18/2014	05/29/2015	\$0 - Title I Schoolwide	Principal, Literacy Coach, Central Office Personnel

## Goal 2:

Reading Comprehension

### Measurable Objective 1:

50% of Third and Fourth grade students will demonstrate a proficiency by scoring high or above average on Global Scholar in Reading by 05/19/2015 as measured by End of the year Global Scholar results. .

### Strategy1:

Reading - Strategic Teaching - Promote high levels of active engagement and student learning.

Category:

Research Cited:

Activity - Core Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to increase student performance in reading, all teachers will implement the core reading program for a total of 90 minutes. Up to 45 minutes will consist of whole group instruction, including strategic lessons, and 45 minutes will consist of small group instruction.	Direct Instruction	08/11/2014	05/19/2015	\$0 - No Funding Required	Classroom teachers, Reading Coach, Intervention Teachers

## Goal 3:

Engage and Empower the Learner Through Technology

### Measurable Objective 1:

80% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency using creative and critical thinking expertise and effective collaborative communication skills by developing innovative products and processes using technology in a variety of learning environments in Reading by 05/22/2015 as measured by the principal's observation tools, the student's final products/performance that demonstrates mastery of standards, and the implementation of technology based lesson plans.

### Strategy1:

Use Technology and Communication Tools to Increase Student Achievement - AES will provide ongoing professional development utilizing best practices in the use of technology. Professional development opportunities for teachers to create effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using

technology will be ongoing. Through this professional development, teachers will provide a portal of best practice lessons, web resources, and experiences that provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using technology. We will continue to expand accessibility and quantity of free, high-quality, engaging, standards-based, digital media resources for students. AES will provide opportunities for teachers to develop strategies that allow students to learn from fellow students through the use of various safe and appropriate collaborative applications as well as Internet based social media. Teachers will be assisted as they move from static, text-based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower, and connect students to all forms of learning. Free tools will continue to be provided to principals to use to document digital learning experiences in the classroom. The decreased usage of paper and hard copy materials will be another indicator of success.

Category:

Research Cited: Nets-S1, CCRS Literacy Standards Plan2020 p. 14, 26, 54)

Activity - Digital Learning Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Based on our percentage of high need and high poverty students, access to computers at home is an issue. Therefore, students are given the opportunity to demonstrate creative and critical thinking expertise by exploring various concepts through the use of technology at school. Learning stations incorporate I Pads and computers into small learning groups. Students are allowed to individually use the Promethean boards to explore topics and engage in learning games. Assessments are given in reading and math, and students are able to navigate effectively through each. Third and fourth grade students use technology to research and process information through reports, portfolios, and projects. Resources for our reading and math series are available to both students and teachers to use at home. Students in grades k-4 effectively use computers, I Pads and the Promethean boards daily in all areas of instruction. Fourth grade students are taught to manage the circulation by collection of library books and checking books in on a daily basis. Our PE department utilizes technology through the use of Wii motion games and electronic dance pads. Kid's College and My Skills Tutor are used daily. Funds will be used to provide or replace technology as needed for individual classrooms.</p>	Technology	09/18/2014	05/22/2015	\$1000 - Title I Schoolwide	Principal, CIP members, parent involvement committee members, and our faculty have input into funding.

**Measurable Objective 2:**

100% of Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in demonstrating a sound understanding of technology concepts, systems and operations in Reading by 05/29/2015 as measured by Classroom/student observations, implementation of courses of study through lesson plans, and student portfolios.

**Strategy1:**

Digital Resources - AES will provide a variety of resources applicable for student use that helps teachers integrate the effective uses of technology concepts, systems and operations into the curriculum. Resources include professional development for staff, iPads, computers and printers in the classroom, computer labs, and Promethean boards in the classroom. Instruction will be provided to all students on the



## Alabama Technology Plan

Aliceville Elementary School

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proper use and care of all digital resources, as well as how to effectively use these resources to enhance learning.

Category:

Research Cited: NETS-S 1 CCRS Literacy Standards Plan2020

Activity - Portal of Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide a portal of best practice lessons, web resources and experiences that provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge and develop innovative products and processes using technology. Provide student portfolio hosting for all students, and provide technology resources for research, reports and learning games, Accelerated Reader, and online assessments.	Direct Instruction	09/18/2014	05/29/2015	\$1000 - Title I Schoolwide	Principal, CIP Committee, Literacy Coach

**Narrative:**

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# 2017-2018 AES Alabama Technology Plan

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## Overview

### Plan Name

2017-2018 AES Alabama Technology Plan

### Plan Description

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## 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	By the end of the 2017-2018 school year third and fourth grade students will increase by 5% scoring average or above average on Scantron Performance in Reading	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$101820
2	By the end of the 2017-2018 school year third and fourth grade students will increase by 5% on the Scantron Performance in Math	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$198440
3	Engage and Empower the Learner Through Technology	Objectives: 2 Strategies: 2 Activities: 2	Academic	\$0
4	Prepare and Support Teachers and Leaders to Graduate College and Career-Ready Students	Objectives: 2 Strategies: 2 Activities: 2	Academic	\$1000
5	By the end of the 2017-2018 school year third and fourth grade students will increase by 5% on the Writing Assessment.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
6	Professional Development: Professional learning opportunities will be available to all teachers and certified staff throughout the school year based on assessment results from the previous school year.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$2000
7	Model and Promote the Use of Alabama Virtual Library by Connecting Students to a World of Online Knowledge	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
8	By the end of 2020 all teachers and staff will identify, prioritize, and incorporate the use of technology to achieve learning objectives in all disciplines at Aliceville Elementary School	Objectives: 2 Strategies: 1 Activities: 1	Academic	\$0

## Goal 1: By the end of the 2017-2018 school year third and fourth grade students will increase by 5% scoring average or above average on Scantron Performance in Reading

### Measurable Objective 1:

59% of Third and Fourth grade students will demonstrate a proficiency by scoring average or above average in Reading by 05/22/2018 as measured by Scantron Performance results. .

### Strategy 1:

Reading - Standard Based Teaching and actively engaging students in purposeful learning tasks. - Promote high levels of active engagement and student learning.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama CCRS, Scantron Performance and Achievement Series Research

Activity - Core Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In order to increase student performance in reading, all teachers in grades K-4 will implement the core reading program for a total of 90 minutes. Up to 45 minutes will consist of whole group instruction and 45 minutes will consist of small group instruction.	Direct Instruction	08/07/2017	05/22/2018	\$0	Title I Part A	Classroom teachers, Instructional Coach, Intervention Teachers

Activity - Reading - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty and staff will reteach skills to students experiencing difficulties based on formative assessment data. Tiered interventions will be provided by classroom teachers, intervention teachers (My Sidewalks) and contract workers in grades K-4. Assistants will also be available to help with Tier III interventions and assistance in the computer labs. In addition to our tiered instruction, a special emphasis is placed on fluency, accuracy, and comprehension. Progress monitoring is done routinely based on the individual needs of students.	Direct Instruction	08/07/2017	05/22/2018	\$96620	Title I Part A	Classroom Teachers, Instructional Coach, Intervention Teachers, Assistants, Contract workers

Activity - Technology Enhanced Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers, Title I Assistants, Librarian and Instructional Coach will be prepared to use and help students use digital resources and technology tools, such as Stride Academy, Typing Club, Bookflix, Accelerated Reading, Pearson Realize and Frieda Lewis, PebbleGo, and Destiny in order to provide quality, engaging learning experiences that best prepare students to be college and or career ready.	Technology	08/07/2017	05/22/2018	\$5200	Title I Part A	Classroom Teachers, Instructional Coach, Librarian, intervention teachers, assistants and contract workers
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## Goal 2: By the end of the 2017-2018 school year third and fourth grade students will increase by 5% on the Scantron Performance in Math

### Measurable Objective 1:

52% of Third and Fourth grade students will demonstrate a proficiency by scoring average or above average on Scantron Performance in Mathematics by 05/22/2018 as measured by Scantron Performance results. .

### Strategy 1:

Math - Standards Based Teaching - Actively engaging students in purposeful learning tasks through the use of manipulatives, timed activities, flash cards, and math stations.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama CCRS Courses of Study; RTI, Scantron Performance and Achievement Series Research

Activity - Core Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In order to increase the effectiveness of core math instruction on student performance, all teachers in grades K-4 will implement the core math program for a total of 60 minutes. The teachers will mathematical standards and promote problem solving in grades K-4.	Direct Instruction	08/07/2017	05/22/2018	\$0	Title I Part A	Classroom teachers, Instructional Coach, intervention teachers

Activity - Math - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Alabama Technology Plan**

Aliceville Elementary School

Reteach standards to students experiencing difficulties based on assessments data. Tiered interventions provided by classroom teachers, intervention teachers (Go Math Intervention) and Contract workers in grades K-4. Assistants are also available for Tier III Instruction and assistance in the computer labs.	Direct Instruction	08/07/2017	05/22/2018	\$96620	Title I Part A	Classroom teachers, Instructional Coach, Intervention Teachers, Assistants, Contract workers
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Activity - Technology Enhanced Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, Title I Assistants, Librarian, and Instructional Coach will be prepared to use and help students to use digital resources and technology tools, such as Stride Academy, Think Central, Destiny, Bookflix and Accelerator Reader in order to provide quality, engaging learning experiences that best prepare students to be college and/or career ready.	Technology	08/07/2017	05/22/2018	\$101820	Title I Part A	Classroom Teachers, Instructional Coach, Intervention Teachers, Assistants, Contract workers

### Goal 3: Engage and Empower the Learner Through Technology

**Measurable Objective 1:**

100% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a behavior using creative and critical thinking and effective collaborative communication skills in Practical Living by 05/22/2020 as measured by online student portfolios, classroom observations, and final products/performances demonstrating mastery.

**Strategy 1:**

Best Practices Lesson - Present content in interesting and interactive ways using contemporary computer devices (iPads, tablets, or laptops, etc). Provide ongoing professional develop in the use of technology which allows students to learn from other students through the use of various safe and appropriate collaborative applications.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Educate Alabama, Transform 2020 surveys,

Activity - Incorporate Learning Stations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate iPads and computers into small learning groups and have students to individually use Promethean Boards to explore topics and in engage in learning games.	Technology	08/07/2017	05/22/2020	\$0	Title I Part A	Teachers, Technology staff and Principal

**Measurable Objective 2:**

100% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency in using digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information in English Language Arts by 05/22/2020 as measured by final products/performances, decreased use of paper and hard copy materials; student portfolios; and classroom/students observations.

**Strategy 1:**

Professional Development - Assist teachers in moving from static, text based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower, and connect students to all forms of learning.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Transform 2020 surveys, CCRS Standards

Activity - Promethean Board Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide a portal of best practice lessons, web resources and experiences that provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge and develop innovative products and processes through the use of Promethean interactive lessons.	Direct Instruction, Technology	08/07/2017	05/22/2020	\$0	Title I Part A	Teachers, Technology Coach, Principal

## Goal 4: Prepare and Support Teachers and Leaders to Graduate College and Career-Ready Students

**Measurable Objective 1:**

100% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency continuously improving their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital content, technology tools, and resources in Practical Living by 05/22/2020 as measured by Transform 2020 surveys, lesson plans, and Educate Alabama .

**Strategy 1:**

Professional Development Opportunities - Free tools for principals to use to document digital learning experiences in the classroom will be provided. Professional learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive multimedia devices that engage, challenge, and empower students to learn in a variety of ways will be provided through our Regional Inservice Center, local school board, and local school.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Transform 2020 surveys, Educate Alabama, ALEX & TIM data

Activity - Use of Internet Based Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use Internet based programs that will enhance teaching and learning such as , Pearson Realize, Think Central in math and science, and Google EDU and Google Tools for Education to promote College and Career-Ready standards.	Professional Learning, Technology	08/07/2017	05/22/2020	\$1000	Title I Part A	Teachers, Technology staff and Principal



**Measurable Objective 2:**

100% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency and teachers will use technology and digital resources to provide standards-based instruction and authentic learning activities in all areas of responsibility to facilitate real life experiences that advance student learning, innovation and creativity in Career & Technical by 05/22/2020 as measured by decreased use of paper and hard copy materials; classroom/student observations; and Educate Alabama.

**Strategy 1:**

Professional Development - Provide free tools for principals to document learning experiences in the classroom, provide professional development opportunities for teachers to develop effective, challenged-based lessons and units that require students to demonstrate creative thinking, construct knowledge to develop innovative products, and processes using technology.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS Standards, Transform 2020 surveys, Think Central Interactive Math Program, and Educate Alabama

Activity - Online Trainings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCRS Standards Training using the state websites: ALEX and Alabama Insight Tool to incorporate technology in the classroom; Think Central Interactive Math program and Pearson Realize Interactive Reading Program. Training from Google EDU and Google Tools for Education.	Professional Learning, Direct Instruction	08/07/2017	05/22/2020	\$0	Title I Part A	Teachers, Instructional Coaches, Technology Coaches and Principal

**Goal 5: By the end of the 2017-2018 school year third and fourth grade students will increase by 5% on the Writing Assessment.**

**Measurable Objective 1:**

50% of Third and Fourth grade students will demonstrate a proficiency by scoring average or above average on the assesement in Writing by 05/22/2018 as measured by the Writing Assessment.

**Strategy 1:**

Standards Based Teaching in Writing - Teachers will implement "Teach Me Writing" and the writing components in the core reading program. The teachers will collaborate on writing tasks and analyze student work samples by grade levels.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama CCRS, RTI, Writing Assessment Research

Activity - Writing Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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In order to increase student performance in writing, teachers in grades 3-4 will implement "Teach Me Writing" and writing activities from the core reading program throughout the instructional day. Teachers will model and support students in the writing process to prepare them to be college and/or career ready.	Direct Instruction	08/07/2017	05/22/2018	\$0	Title I Part A	Classroom Teachers, Instructional Coach, Intervention Teachers, Assistants, and Contract workers.
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Activity - Technology Enhanced Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Instructional Coach will implement the use computer lab to assist the students in getting acclimated to the keyboard of a computer through the use of Typing Club. Students will practice typing their writing prompts during first semester. Then students will practice composing and typing their writing prompts during second semester.	Direct Instruction, Technology	08/07/2017	05/22/2018	\$0	Title I Part A	Classroom teachers, Instructional Coach

**Goal 6: Professional Development: Professional learning opportunities will be available to all teachers and certified staff throughout the school year based on assessment results from the previous school year.**

**Measurable Objective 1:**

100% of Kindergarten, First, Second, Third and Fourth grade students will achieve college and career readiness as a result of teachers attending professional development workshops in English Language Arts by 05/22/2020 as measured by attendance, participation, and implementation of professional development activities..

**Strategy 1:**

Professional Learning Activities - The teachers will participate in professional development activities that support student learning.

Category: Develop/Implement Professional Learning and Support

Research Cited: ALSDE, CCRS Standards

Activity - Local Professional Development Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a Professional Learning Community lead by outside training, Instructional Coach and other faculty members.	Academic Support Program	08/07/2017	05/22/2020	\$0	Other	Instructional Coach, Teachers, Principal, Technology Coordinator

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of teachers will be attend the MEGA Conference 2018 and summer professional development workshops i.e. Google EDU provided by the Regional In-service Center. Targeted sessions will be identified by school leadership team and turn around sessions will be provided by staff who attends them.	Academic Support Program	08/07/2017	05/22/2020	\$2000	Title I Part A	Teachers, Instructional Coach, Principal

## **Goal 7: Model and Promote the Use of Alabama Virtual Library by Connecting Students to a World of Online Knowledge**

### **Measurable Objective 1:**

100% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency in using digitals tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information in Reading by 05/22/2018 as measured by lessons taught from Alabama Virtual Library.

### **(shared) Strategy 1:**

Research Inquiry - Students will investigate and use the Alabama Virtual Library resources during their weekly scheduled library and computer lab times.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS Standards, Transform 2020 surveys, Educate Alabama

Activity - Alabama Virtual Library Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Complete Alabama Virtual Library lessons on research with all students.	Technology	08/07/2017	05/22/2018	\$0	Title I Part A	Teachers, Media Specialist, Title I Assistants

## **Goal 8: By the end of 2020 all teachers and staff will identify, prioritize, and incorporate the use of technology to achieve learning objectives in all disciplines at Aliceville Elementary School**

### **Measurable Objective 1:**

100% of Kindergarten, First, Second, Third and Fourth grade students will collaborate to with teachers to explore, identify, and interate technology enhanced activities to achieve learning objectives within their respective disciplines. in Career & Technical by 05/22/2020 as measured by Transform 2020 Plan and surveys, district capital plan, documented interview with teachers, students and administrators, and bandwidth traffic reports..

**Alabama Technology Plan**

Aliceville Elementary School

**(shared) Strategy 1:**

Upgrade computers - Collect, analyze, and report aggregate infrastructure data for schools.

Category: Align Fiscal Resources

Research Cited: Transform 2020 Plan, surveys

Activity - Purchase Computers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rotate computers every three years out of the computer labs and into the classroom.	Technology	08/07/2017	05/22/2020	\$0	Other	Technology Coordinator, Technology Leadership Team and Superintendent

**Measurable Objective 2:**

100% of Kindergarten, First, Second, Third and Fourth grade students will collaborate to share successful integration with colleagues via email and electronic bulletin boards. in Career & Technical by 05/22/2020 as measured by Transform 2020 Plan and surveys, district capital plan, documented interview with teachers, students and administrators, and bandwidth traffic reports..

**(shared) Strategy 1:**

Upgrade computers - Collect, analyze, and report aggregate infrastructure data for schools.

Category: Align Fiscal Resources

Research Cited: Transform 2020 Plan, surveys

Activity - Purchase Computers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rotate computers every three years out of the computer labs and into the classroom.	Technology	08/07/2017	05/22/2020	\$0	Other	Technology Coordinator, Technology Leadership Team and Superintendent

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Core Math	In order to increase the effectiveness of core math instruction on student performance, all teachers in grades K-4 will implement the core math program for a total of 60 minutes. The teachers will mathematical standards and promote problem solving in grades K-4.	Direct Instruction	08/07/2017	05/22/2018	\$0	Classroom teachers, Instructional Coach, intervention teachers
Technology Enhanced Lessons	Teachers, Title I Assistants, Librarian and Instructional Coach will be prepared to use and help students use digital resources and technology tools, such as Stride Academy, Typing Club, Bookflix, Accelerated Reading, Pearson Realize and Frieda Lewis, PebbleGo, and Destiny in order to provide quality, engaging learning experiences that best prepare students to be college and or career ready.	Technology	08/07/2017	05/22/2018	\$5200	Classroom Teachers, Instructional Coach, Librarian, intervention teachers, assistants and contract workers
Core Reading	In order to increase student performance in reading, all teachers in grades K-4 will implement the core reading program for a total of 90 minutes. Up to 45 minutes will consist of whole group instruction and 45 minutes will consist of small group instruction.	Direct Instruction	08/07/2017	05/22/2018	\$0	Classroom teachers, Instructional Coach, Intervention Teachers
Writing Integration	In order to increase student performance in writing, teachers in grades 3-4 will implement "Teach Me Writing" and writing activities from the core reading program throughout the instructional day. Teachers will model and support students in the writing process to prepare them to be college and/or career ready.	Direct Instruction	08/07/2017	05/22/2018	\$0	Classroom Teachers, Instructional Coach, Intervention Teachers, Assistants, and Contract workers.
Promethean Board Implementation	Provide a portal of best practice lessons, web resources and experiences that provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge and develop innovative products and processes through the use of Promethean interactive lessons.	Direct Instruction, Technology	08/07/2017	05/22/2020	\$0	Teachers, Technology Coach, Principal

**Alabama Technology Plan**

Aliceville Elementary School

Use of Internet Based Programs	Use Internet based programs that will enhance teaching and learning such as , Pearson Realize, Think Central in math and science, and Google EDU and Google Tools for Education to promote College and Career-Ready standards.	Professional Learning, Technology	08/07/2017	05/22/2020	\$1000	Teachers, Technology staff and Principal
Technology Enhanced Lessons	Teachers, Title I Assistants, Librarian, and Instructional Coach will be prepared to use and help students to use digital resources and technology tools, such as Stride Academy, Think Central, Destiny, Bookflix and Accelerator Reader in order to provide quality, engaging learning experiences that best prepare students to be college and/or career ready.	Technology	08/07/2017	05/22/2018	\$101820	Classroom Teachers, Instructional Coach, Intervention Teachers, Assistants, Contract workers
Incorporate Learning Stations	Incorporate iPads and computers into small learning groups and have students to individually use Promethean Boards to explore topics and in engage in learning games.	Technology	08/07/2017	05/22/2020	\$0	Teachers, Technology staff and Principal
Professional Development	A team of teachers will be attend the MEGA Conference 2018 and summer professional development workshops i.e. Google EDU provided by the Regional In-service Center. Targeted sessions will be identified by school leadership team and turn around sessions will be provided by staff who attends them.	Academic Support Program	08/07/2017	05/22/2020	\$2000	Teachers, Instructional Coach, Principal
Reading - Intervention	Faculty and staff will reteach skills to students experiencing difficulties based on formative assessment data. Tiered interventions will be provided by classroom teachers, intervention teachers (My Sidewalks) and contract workers in grades K-4. Assistants will also be available to help with Tier III interventions and assistance in the computer labs. In addition to our tiered instruction, a special emphasis is placed on fluency, accuracy, and comprehension. Progress monitoring is done routinely based on the individual needs of students.	Direct Instruction	08/07/2017	05/22/2018	\$96620	Classroom Teachers, Instructional Coach, Intervention Teachers, Assistants, Contract workers
Technology Enhanced Lessons	Teachers and Instructional Coach will implement the use computer lab to assist the students in getting acclimated to the keyboard of a computer through the use of Typing Club. Students will practice typing their writing prompts during first semester. Then students will practice composing and typing their writing prompts during second semester.	Direct Instruction, Technology	08/07/2017	05/22/2018	\$0	Classroom teachers, Instructional Coach
Math - Intervention	Reteach standards to students experiencing difficulties based on assessments data. Tiered interventions provided by classroom teachers, intervention teachers (Go Math Intervention) and Contract workers in grades K-4. Assistants are also available for Tier III Instruction and assistance in the computer labs.	Direct Instruction	08/07/2017	05/22/2018	\$96620	Classroom teachers, Instructional Coach, Intervention Teachers, Assistants, Contract workers

**Alabama Technology Plan**

Aliceville Elementary School

Online Trainings	CCRS Standards Training using the state websites: ALEX and Alabama Insight Tool to incorporate technology in the classroom; Think Central Interactive Math program and Pearson Realize Interactive Reading Program. Training from Google EDU and Google Tools for Education.	Professional Learning, Direct Instruction	08/07/2017	05/22/2020	\$0	Teachers, Instructional Coaches, Technology Coaches and Principal
Alabama Virtual Library Lessons	Complete Alabama Virtual Library lessons on research with all students.	Technology	08/07/2017	05/22/2018	\$0	Teachers, Media Specialist, Title I Assistants
<b>Total</b>					\$303260	

**Other**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Local Professional Development Training	Teachers will participate in a Professional Learning Community lead by outside training, Instructional Coach and other faculty members.	Academic Support Program	08/07/2017	05/22/2020	\$0	Instructional Coach, Teachers, Principal, Technology Coordinator
Purchase Computers	Rotate computers every three years out of the computer labs and into the classroom.	Technology	08/07/2017	05/22/2020	\$0	Technology Coordinator, Technology Leadership Team and Superintendent
<b>Total</b>					\$0	