



# **Alabama Technology Plan: Transform 2020**

**Deshler High School**  
**Tuscumbia City Board of Education**

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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?**

### Description of School

Deshler High School is part of the Tuscumbia City School system and serves the citizens of Tuscumbia, Alabama. Tuscumbia is a small town in Northwest Alabama with a population of just over 8500 people. This represents a growth of 7% in last 15 years. Recent revitalization and restoration efforts have made Tuscumbia an increasingly popular city for families to call home. The makeup of the city of Tuscumbia is 75.4% Caucasian, 20.8% African-American, 1.4% Hispanic-American, 0.4% American Indian, 0.3% Asian-American, and 1.6% two or more races. The population is 54.8% female and 45.2% male. Deshler High School is a focal point of Tuscumbia. Even though the city of Tuscumbia has a low tax base, the businesses generously support the school, and there is strong community presence at school events. The student population at Deshler High School is 484. Seventy-two point thirty-one percent of the students are Caucasian, 25.61% are African-American, 1.03% are Hispanic, 0.62% are two or more races, and 0.41% are Asian-American. The overall student population has increased in the last 2 years.

Deshler High School offers a variety of academic and extracurricular activities to students in grades 9-12. We provide Honors, dual enrollment, AP, and online classes to our students. We also offer varied areas of concentrated study through our Career and Technical Education classes here at Deshler and through the Muscle Shoals Center for Technology. Over 300 students participate and compete in band, cheerleading or 10 different sports. We also offer many educational organizations to enhance the students' high school experience. Clubs/organizations at Deshler include National Honor Society, Scholar's Bowl, Tiger Tails, Student Council, Family Career and Community Leaders of America (FCCLA), Future Business Leaders of America (FBLA), Health Occupations Students of America (HOSA), First Priority, Key Club, Spanish Club, Science Club, Prom Committee, and Upward Bound.

Tuscumbia is also the birthplace of Helen Keller. As a young woman, Miss Keller overcame incredible disabilities. She rose to complete a formal education, write books, and advocate for others with disabilities. Like Helen Keller, the commitment to overcoming obstacles is a strong undercurrent in the Tuscumbia community that feeds the success of our school district. One of Helen Keller's most famous quotes validates the community commitment to the school district. 'Alone we can do so little; together we can do so much.'

The words of Tuscumbia's most famous citizen are an especially fitting description of our community and school during the past two years. At times it has seemed as if the Deshler family could not properly grieve over one tragedy because another one followed right in its wake. As one student so aptly put it, "Since August of 2013, it seems like our school and community has gathered at Howard Chappell Stadium to pray together more than for actual football games." Our Deshler family has shared a teacher's year-long, valiant and successful battle with cancer, 2 fires that claimed the homes of a teacher and our cafeteria manager, the sudden death of a young mother with children in 3 of our 4 schools, and a motorcycle accident that eventually claimed the life of a teacher's husband after a 2-week struggle. In another accident, one of our students received a traumatic head injury that left him hospitalized for many months, and during that time students continuously did things to support and encourage him and his family. The members of our football team have served as pall bearers 4 times in less than 11 months - a murdered assistant coach, the death of the long-time "voice of the Deshler Tigers" at a team facility, the death of a 30-year volunteer team manager, and, most recently, the sudden, unexplained death of our head football coach. And, on top of all this, just a week

before the death of our coach, a tornado touched down in the very center of our town. While it appears that our school and community should be floundering, in reality, the opposite is true. The words of our students explain the strength that can be found within our Deshler High School family. One wrote, "The pain we are all feeling, somehow - when we are feeling it together - feels less painful." Another, "The last two years have opened my eyes to what a real community is supposed to be. We've all felt like we have been punched in the gut one time after another. But, through everything, we've held each other up, dried each other's tears, and encouraged each other to keep pushing forward." Another, "I have had to hold onto the strength of my teachers, and they have led us well. Looking back, I realize how strong they were. They were grieving just like we were, yet they continued to love and comfort us." And, finally, "...our teachers have been constant. Although professionals were provided for us, they weren't needed because not 'trained professional' could ever help us heal the way our teachers have, and I will always be grateful for them."

## 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.**

### School's Purpose

The school's vision statement is: "Educating Students Today...Preparing Students for Tomorrow"

The mission of the Tuscumbia City School System is to provide each student an appropriate, positive, and challenging learning environment through traditional, quality educational programs. The Tuscumbia City Board of Education will accomplish its mission by employing highly qualified and well trained professional employees; providing the professional staff with the necessary instructional materials and teaching resources; maintaining clean, safe, orderly and attractive facilities; setting high standards of academic achievement and personal behavior for each student; and, establishing and maintaining a positive and open channel of communication between the home and the school. As a result, students will be more self-reliant, better disciplined and more responsible.

Along with the Tuscumbia City School's mission, the Alabama State Superintendent's Plan 2020 focuses on providing a more rigorous education through the "College and Career Ready Standards". Deshler High School embraces and supports this by providing instruction focused on students being critical thinkers with the intent that all students will successfully transition to each level of our school and to be college or career ready upon graduation. We also believe that collaborative and continuous data-driven decision making and goal setting, based on formal and informal assessment results, is necessary for optimum individual student achievement.

These beliefs drive Deshler High School to offer a variety of academic and extracurricular activities to students in grades 9-12. We provide Honors, dual enrollment, AP, and online classes to our students. We also offer varied areas of concentrated study through our Career and Technical Education classes here at Deshler and through the Muscle Shoals Center for Technology. Our stakeholders believe that we should cultivate and promote an appreciation for the arts by offering instrumental, vocal, and visual arts to our students. Over 300 students participate and compete in marching band, cheerleading or 10 different sports. We also offer many educational organizations to enhance the students' high school experience. Clubs/organizations at Deshler include National Honor Society, Scholar's Bowl, Tiger Tails, Student Council, Family Career and Community Leaders of America (FCCLA), Future Business Leaders of America (FBLA), Health Occupations Students of America (HOSA), First Priority, Key Club, Spanish Club, Science Club, Prom Committee, and Upward Bound.

## 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.**

Notable Achievements and Areas of Improvement

Areas of Notable Achievement:

At Deshler High School, we believe that each student has a fundamental right to a quality education. We work to provide as many advanced and dual enrollment courses as possible along with online classes provided by ACCESS. In addition, our school offers Career and Technical Education courses on campus. Our school offers a safe, orderly, and nurturing environment that engages, challenges, and supports all students so they may thrive and achieve their academic potential while preparing to pursue college or a career upon graduation.

Deshler's students have performed very well on the Alabama High School Graduation Exam (AHSGE). Our strongest scores were in the area of Biology where we had a 99% passing rate. We also had a positive growth trend displayed in reading, language, mathematics and social studies scores.

The last three years have seen the passing of the AHSGE and our students are now taking the ACT/PLAN. Our notable achievements on the ACT are in the areas of English, Social Sciences, and Biology. Our students scored higher than the state average in all three categories and scored at the state average in Math. Our students also scored at the state average of students who met all four benchmark scores

With funds from the 21st Century Workforce Act, the Career and Technical Education Department was able to upgrade every area. All of the computers, including the teacher computers, in the Business, Management, and Administration labs were replaced and the software was updated to Office 2013. New printers were added to each lab.

In the Family and Consumer Sciences area, five new babies were purchased for the Parenting Class and five new sewing machines were added for the basic class. In addition, an embroidery machine was purchased for the program.

In the Drafting Technology program, six new computers were added to the program along with updated CAD software for all of the computers in the program. Two MakerBot three-D printers were added to the program so the equipment is comparable to college level programs.

In the Health Science program, four laptops were added to provide students the opportunity to prepare for Pharmacy Tech certification. An AED trainer and updated infant and adult CPR training manikins were added to provide students additional training opportunities.

There is an iPad cart for Career and Technical Education teachers to use. This cart was purchased for Career Tech with funds obtained through a grant.

Credentials

Students in the Career and Technical Education area earned a total of 76 Career Ready credentials along with 196 stackable credentials and 56 students earned articulated college credit for Drafting Technology and Advanced Business Technology Applications through Northwest Shoals Community College. Fifty-seven students earned MOS PowerPoint certification and two earned MOS Word certification. Ten students received a Career Readiness certificate for Work Keys testing and seven earned IC3 Computer Certification. The stackable credentials were for infant and/or adult CPR.

New/Reopened Program

SY 2014-2015

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Through a partnership with Northwest Shoals Community College, the Career and Technical Education department was able to reopen the Electronics program with an enrollment of 25 students. The program is housed on the Deshler High School campus and is taught by an instructor from Northwest Shoals Community College.

### Muscle Shoals Career Academy

Deshler High School partners with the Muscle Shoals Career Academy to provide students with the opportunity to take Career and Technical Education classes not offered in our system. Up to 25 students per year can participate in these programs. Programs include Cosmetology, Carpentry, Welding, and Automotive Technology.

### ACCESS Lab

The ACCESS Distance Learning lab provides students at Deshler High School the opportunity to take courses not offered on our campus. Through the lab, students can take AP courses as well as other offerings at high schools throughout the state. Offerings include AP Biology, AP Statistics, AP English Language and Composition, and a variety of foreign languages.

Through a donation of computers from a local industry, the Technology Department was able to upgrade the ACCESS lab. The original laptops were replaced with desk top computers and new computer desks and chairs were added to complete the upgrade.

### DHS Computer Lab

The computers in the DHS Computer Lab were replaced with updated computers that will run Windows 7. The new computers were part of a donation from a local business. All computers in the lab were upgraded to Office 2013.

### Final Note

The Technology Department has upgraded the software on all computers at Deshler High School to Office 2013.

### Areas for Improvement:

Even though we are above the state average in Social Science and Biology our students did not meet the benchmark on average.

Student attendance is also a concern. We had less than a 95% attendance rate last school year. We are working through our district judge and truancy court to help improve our attendance. We have already seen a dramatic increase in our attendance this year.

We are looking into a better mentoring program for our students. We currently have our teachers discuss the concerns of students when we distribute progress reports and report cards. Each teacher will spend a few minutes with our students discussing their grades. We have discussed several different options in our department head meetings and are looking for ways to improve our mentoring program.

## **Additional Information**

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

Deshler is home to a strong Athletic program. Our Football, Volleyball, and Cross Country teams all advanced to their respective State competitions this year. Our coaches use athletics to build strong mentoring relationships with students as a means of encouraging not only athletic success, but also academic success.

We also have a strong Career Tech Department. We have a large number of students who earn Industry Standard credentials each year. We have also re-established our Electronics program through Northwest Shoals Community College and have articulation agreements for this program as well as our Advanced BTA classes. We offer nurse aide training and an opportunity to earn Certified Nursing Assistant Certification.

# 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.**

Our school superintendent has a system advisory council made up of a variety of stakeholders to include parents, school personnel, business owners, and local city government officials. During these meetings, the stakeholders are given opportunities to discuss course work, extracurricular activities, and instructional practices as well as the direction of Tuscumbia City Schools.

All stakeholders are represented in our CIP team including faculty, staff, parents, students, and local members of our community. Stakeholders were selected from varying backgrounds including socioeconomic, ethnic, gender, and age variances. We have adjusted our meeting times to accommodate the needs of all members involved.

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

The school administration then selects a group of stakeholders from parents, students, school personnel, and local officials to help develop the CIP. We survey the group to find a meeting time that is suitable to all stakeholders. In addition to getting feedback from a large group of stakeholders, a few parents are selected in the development of the Deshler High School Improvement Plan. These parents are recruited annually as advisors to evaluate the content and effectiveness of the school plan.

#### CIP Team Members:

Donny Davis, Principal

Pam Lenz, Counselor

Lynn Hollis, Teacher/Department Head

Marc Tracy, Teacher/ Department Head

Nancy Rogers, Teacher/Department Head

Kathy Moon, Teacher/Department Head

Heather Faulkner, Teacher/Department Head

Peter Wilder, Teacher/Department Head

Patrick Smith, Assistant Principal, AD

Vickey Moon, Federal Programs Coordinator

Lee Cox, JPO

Jessica Norwood, Parent

Rekia Malone, Parent

Sydney Malone, Student

Laken Coman, Student

Jake Norwood, Student

Emily Benefield, Student

**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 posted on the school website and a copy of the plan is displayed in the school office. The stakeholders can go online at any time and view any changes made during the school year to the CIP.

# 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
- Compliance Monitoring Reports
- Continuous Improvement Plan
- Discipline and Attendance Reports
- EducateAlabama Data
- End of Course Assessments
- Federal Government Regulations
- Formative Assessments
- Graduation Rates
- Inventory & Infrastructure Report-- Fast and Easy Access to network, and Availability of Technology
- School of Education (SOE) Accreditation Reviews/Reports
- Principal Walk-Through Checklist
- Professional Learning Evaluations, Lesson Plans
- State Government Regulations
- Student Achievement Data
- Technology Program Audit, etc.
- Transform2020 Surveys (\*Required)

Tuscumbia Pride Survey

Tuscumbia Advisory Committee Survey

## 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.**

2014 - 2015

a) The top areas of need in infrastructure include:

1. Managed Switches in each server room and user devices. Replaced 2014 - 2015
2. Gigabit Kilobit Switches replaced with Gigabit Switches between server room and end-user devices
3. Servers replaced at Deshler High School 2-15 - 2016

b) The top strengths in infrastructure include:

1. Wireless access throughout the school
2. Upgraded from 10 to 50 MB of bandwidth for Deshler High School

c) Identify the data sources and actual data results that led you to conclude that these are areas of strength and need.

Professional knowledge as discussed among the technology team

**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.**

Needs at Deshler High School

1. Computer upgrades to teacher computers at Deshler High School - Expected upgrades 2014 - 2015
2. Computer upgrades for student computers and computer labs at Deshler High School - new computers installed in Career Tech classrooms and Access Lab at DHS 2014
3. Projectors for teachers at Deshler High School - 2014 - 2015

Teacher Transform 2020 Survey revealed that teachers need access to functional equipment. Less than 20% of teachers felt they possessed sufficient digital devices and tools to effectively integrate technology into teaching.

Strengths at Deshler High School 2014 - 2015

1. Two Career Tech classrooms were upgraded with new computers.
2. Access Lab was also upgraded with new computers.
3. Failing projectors were replaced on an as needed basis and new projector mounts were installed.

**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.**

Deshler High School Needs Associated with Technology Student Learning

1. Failing projectors were cited as an immediate need for some regarding decimating instruction to students - Projectors replaced as needed 2014 - 2015
2. Access to YouTube for teachers while limiting access for students - 2014 - 2015
3. Targeted professional development for teachers to learn how to implement technology in their instructional strategies.

Data Sources

Transform 2020 Technology Survey

-Less than 20% of teachers felt they possessed sufficient digital devices and tools to effectively integrate technology into teaching.

-Less than 60% of teachers indicated that they regularly plan and implement authentic/real-world learning experiences whereby students use contemporary tools and digital resources in creative ways to pursue their individual curiosities, and manage/ assess his or her own learning.

**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.**

Professional Learning Program Needs Deshler High School

1. Funding to provide the training
2. Training in the ISTE standards and the ALSDE technology standards
3. Support for any new technology added to the school.

Professional Learning Strengths

1. Professional development technology training with Technology in Motion through the University of North Alabama. This is a free service. 2014 - 2015

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.**

1. Teachers need additional professional development on technology resources including iPads
2. Teachers need access to Internet resources including YouTube not available with the existing content filter - 2014 - 2015
3. Teachers need functional equipment - upgrades to teacher computers expected 2014 - 2015

Strength:

1. Access to YouTube for teachers

Transform 2020 survey and professional knowledge as discussed among the Technology Team.

**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.**

Technology Teacher Use--Productivity

1. The ability to do student assessments online to quickly produce data that drives instruction.
2. Devices (tablets, Chromebooks, etc.) to conduct student assessment and drive instructional practices.

Transform 2020 survey professional knowledge as discussed among Technology Team.

**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.**

Needs associated with Deshler High School technology Leaders Use

1. 80 percent of administrators felt that teachers do not have sufficient digital devices and tools to effectively integrate technology into teaching
2. 80 percent of administrators facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology.
3. 20 percent of administrators cited they were able to attend sufficient number of professional learning sessions to help successfully lead the integration of technology and digital resources in his or her school

Datasources

Transform 2020 Technology Survey

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

N/A

## **Professional Learning**

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

Deshler High School Professional Learning Topics

1. Teacher iPad training.
2. Teachers training for Alabama State Technology Standards and Course of Study

Transform 2020 Technology Survey

## Accountability Questions

Identify one (1) or more activities that focus upon using digital tools to improve achievement of all students with special emphasis upon high need and high poverty students.

**Goal 1:**

All students at Deshler High School will be engaged and empowered through Technology.

**Measurable Objective 1:**

100% of All Students will demonstrate a proficiency in a sound understanding of technology concepts, systems, and operations as indicated in the Career & Technical Education Course of Study in Career & Technical by 05/29/2015 as measured by teacher observation and graded assignments as students complete classwork, projects, and group activities.

**Strategy1:**

Digital Resources - A variety of digital resources applicable for student use that help teachers integrate the effective uses of technology concepts, systems and operations into the curriculum will be provided.

Text books as well as Internet resources will also be utilized in teaching Microsoft Office. Students will be taught cyber safety and will utilize a LAN for saving and printing documents. An iPad cart with a wireless printer will also be utilized in reinforcing technology concepts.

Research Cited:

Activity - Credentialing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will engage in activities that promote cyber safety as they utilize the Internet to complete projects in Microsoft Word, PowerPoint, Excel, and Access. They will demonstrate mastery of these skills by earning credentials in Microsoft Office IT Academy. Students may also complete activities using the iPads available on the two iPad carts.	Technology			12/02/2013	05/29/2015	\$0 - No Funding Required	Faculty in the Career Tech Department.

**Narrative:**

Students will be offered credentials through MOS IT Academy. Since the Microsoft IT Academy offers credentialing at no cost to the student, any student can participate, even those who might be limited by socioeconomic standing. This program also allows students to work at their own pace as they prepare using G-Matrix.

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:**

Prepare and support teachers and leaders to graduate college- and career-ready students.

**Measurable Objective 1:**

100% of All Students will demonstrate a behavior teachers continuously improve 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 Career & Technical by 05/29/2015 as measured by classroom observation and implementation of the course of study.

**Strategy1:**

Professional Development - Provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Research Cited:

Activity - iPad Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct iPad training for teachers to enable them to integrate this technology into any content area.	Technology			01/01/2014	05/23/2014	\$0 - No Funding Required	IT Department/Technology Coordinator

**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:**

All students at Deshler High School will be engaged and empowered through Technology.

**Measurable Objective 1:**

100% of All Students will demonstrate a proficiency in a sound understanding of technology concepts, systems, and operations as indicated in the Career & Technical Education Course of Study in Career & Technical by 05/29/2015 as measured by teacher observation and graded assignments as students complete classwork, projects, and group activities.

**Strategy1:**

Digital Resources - A variety of digital resources applicable for student use that help teachers integrate the effective uses of technology concepts, systems and operations into the curriculum will be provided.

Text books as well as Internet resources will also be utilized in teaching Microsoft Office. Students will be taught cyber safety and will utilize a LAN for saving and printing documents. An iPad cart with a wireless printer will also be utilized in reinforcing technology concepts.

Research Cited:

# Alabama Technology Plan: Transform 2020

Deshler High School

Activity - Credentialing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will engage in activities that promote cyber safety as they utilize the Internet to complete projects in Microsoft Word, PowerPoint, Excel, and Access. They will demonstrate mastery of these skills by earning credentials in Microsoft Office IT Academy. Students may also complete activities using the iPads available on the two iPad carts.	Technology			12/02/2013	05/29/2015	\$0 - No Funding Required	Faculty in the Career Tech Department.

## Goal 2:

Prepare and support teachers and leaders to graduate college- and career-ready students.

### Measurable Objective 1:

100% of All Students will demonstrate a behavior teachers continuously improve 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 Career & Technical by 05/29/2015 as measured by classroom observation and implementation of the course of study.

### Strategy1:

Professional Development - Provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Research Cited:

Activity - iPad Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct iPad training for teachers to enable them to integrate this technology into any content area.	Technology			01/01/2014	05/23/2014	\$0 - No Funding Required	IT Department/Technology Coordinator

## Goal 3:

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

### Measurable Objective 1:

collaborate to provide internal wide area network (WAN) connections from the district to our school and among classrooms within the school of at least 1 Gbps. by 05/22/2014 as measured by Transform 2020 Inventory, AREN traffic graphs, bandwidth traffic data, interviews with necessary staff, district capital report, and Transform 2020 survey results.

### Strategy1:

Gigabit switches - Deshler High School will work with the Technology Coordinator to inventory current infrastructure to determine the

## Alabama Technology Plan: Transform 2020

Deshler High School

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necessary purchases to bring DHS to full gigabit switch usage throughout the school. Deshler High School will work to put in place the new gigabit switches as they become available. Resources/Materials: Gigabit switches Monitoring: Technology Coordinator

Research Cited:

Activity - Purchase Equipment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Local Tech Support Team will collaborate and work to install new Gigabit Switches at Deshler High School.	Technology			12/03/2013	05/22/2014	\$2200 - District Funding	Tech Support will be responsible for installing for monitoring this technology.

# DHS Technology Plan 2014 - 2015

## Overview

### Plan Name

DHS Technology Plan 2014 - 2015

### Plan Description

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Deshler High School will be engaged and empowered through Technology.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	Prepare and support teachers and leaders to graduate college- and career-ready students.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$2200

## Goal 1: All students at Deshler High School will be engaged and empowered through Technology.

### Measurable Objective 1:

100% of All Students will demonstrate a proficiency in a sound understanding of technology concepts, systems, and operations as indicated in the Career & Technical Education Course of Study in Career & Technical by 05/31/2017 as measured by teacher observation and graded assignments as students complete classwork, projects, and group activities.

### Strategy 1:

Digital Resources - A variety of digital resources applicable for student use that help teachers integrate the effective uses of technology concepts, systems and operations into the curriculum will be provided.

Text books as well as Internet resources will also be utilized in teaching Microsoft Office. Students will be taught cyber safety and will utilize a LAN for saving and printing documents. An iPad cart with a wireless printer will also be utilized in reinforcing technology concepts.

Activity - Credentialing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in activities that promote cyber safety as they utilize the Internet to complete projects in Microsoft Word, PowerPoint, Excel, and Access. They will demonstrate mastery of these skills by earning credentials in Microsoft Office IT Academy. Students may also complete activities using the iPads available on the two iPad carts.	Technology	12/02/2013	05/31/2017	\$0	No Funding Required	Faculty in the Career Tech Department.

## Goal 2: Prepare and support teachers and leaders to graduate college- and career-ready students.

### Measurable Objective 1:

100% of All Students will demonstrate a behavior teachers continuously improve 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 Career & Technical by 05/31/2017 as measured by classroom observation and implementation of the course of study.

### Strategy 1:

Professional Development - Provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Activity - iPad Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Conduct iPad training for teachers to enable them to integrate this technology into any content area. iPad training expected to be complete by May 31, 2017.	Technology	01/01/2014	05/31/2017	\$0	No Funding Required	IT Department/Technology Coordinator
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**Goal 3: All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.**

**Measurable Objective 1:**

collaborate to provide internal wide area network (WAN) connections from the district to our school and among classrooms within the school of at least 1 Gbps. by 05/22/2014 as measured by Transform 2020 Inventory, AREN traffic graphs, bandwidth traffic data, interviews with necessary staff, district capital report, and Transform 2020 survey results.

**Strategy 1:**

Gigabit switches - Deshler High School will work with the Technology Coordinator to inventory current infrastructure to determine the necessary purchases to bring DHS to full gigabit switch usage throughout the school. Deshler High School will work to put in place the new gigabit switches as they become available.

Resources/Materials: Gigabit switches Monitoring: Technology Coordinator

Activity - Purchase Equipment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Local Tech Support Team will collaborate and work to install new Gigabit Switches at Deshler High School.	Technology	12/03/2013	05/31/2017	\$2200	District Funding	Tech Support will be responsible for installing for monitoring this technology.

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Purchase Equipment	Local Tech Support Team will collaborate and work to install new Gigabit Switches at Deshler High School.	Technology	12/03/2013	05/31/2017	\$2200	Tech Support will be responsible for installing for monitoring this technology.
<b>Total</b>					\$2200	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
iPad Training	Conduct iPad training for teachers to enable them to integrate this technology into any content area. iPad training expected to be complete by May 31, 2017.	Technology	01/01/2014	05/31/2017	\$0	IT Department/Technology Coordinator
Credentialing	Students will engage in activities that promote cyber safety as they utilize the Internet to complete projects in Microsoft Word, PowerPoint, Excel, and Access. They will demonstrate mastery of these skills by earning credentials in Microsoft Office IT Academy. Students may also complete activities using the iPads available on the two iPad carts.	Technology	12/02/2013	05/31/2017	\$0	Faculty in the Career Tech Department.
<b>Total</b>					\$0	