



Alabama Technology Plan: Transform 2020

Rachel Patterson Elementary School
Escambia County 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?

Rachel Patterson Elementary School is located in Atmore, Alabama. Atmore is a city located in Escambia County with a population of approximately 10,147. Rachel Patterson Elementary School is part of the Escambia County Public Schools. The city of Atmore has a rich history and a culture similar to its neighboring metropolitan cities: Mobile, Alabama and Pensacola, Florida.

Rachel Patterson Elementary School is a kindergarten through second grade school. We are a Professional Learning Community (PLC) that consists of a multitude of stakeholders who each take part in ensuring the success of all students. Over the years, the school has built a strong core of educators who are 100% highly qualified and committed to a program of excellence. As a (PLC), we (administrators, faculty, staff, students, parents, community leaders, and business partnerships) are dedicated to providing each student a safe and positive environment that creates excitement about learning.

Rachel Patterson Elementary School is proud to offer a challenging curriculum to approximately 400 students. We are a Title I school. Approximately, 86% of our students receive free and reduced lunch. In addition, our teacher/student ratio is 18:1. Our demographics include 75% African-American, 20% Caucasian, 0% Asian, 2% Hispanic, and 1% Native American.

Rachel Patterson Elementary School is fully accredited by the Southern Association of Colleges and Schools and The Council on Accreditation and School Improvement (SACS/CASI). To be accredited, a school must meet strict quality assurance standards. Rachel Patterson Elementary School has consistently met these standards as an Alabama Reading Initiative School.

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.

Rachel Patterson Elementary School's faculty and staff are dedicated to providing a quality education for the whole child. We strive to address each child's academic, social, physical, emotional, and moral development. Our goal is to provide programs and services that enhance the strengths and meet the individual needs of the students. The academic program is strengthened by the cooperative efforts of home, school, and community.

Students will reach these objectives in a safe and positive environment that involves parents, community stakeholders, and school staff in an atmosphere that creates excitement about learning.

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.

Over the years, Rachel Patterson Elementary School has accomplished many notable achievements. We are an Alabama Reading Initiative School. All of our classrooms have been equipped with 21st century technologies. In addition, 100% of our faculty has been deemed highly qualified as defined by the Alabama State Department of Education. We are also fully accredited by the Southern Association of Colleges and Schools-The Council on Accreditation and School Improvement (SACSCASI). To be accredited, a school must meet strict quality assurance standards. Rachel Patterson Elementary School has consistently met these standards.

The Rachel Patterson Elementary School faculty is committed to excellence. Therefore, we will strive to continuously improve our program in the areas of: safety, curriculum, professional development, and parental involvement.

Additional Information

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

N/A

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The Instructional Leadership Team writes, reviews, and revises the Continuous Improvement Plan (CIP) each year. The team is composed of the principal, assistant principal, counselor, and appropriate number of content-area teachers and school specialists, parent representatives, and community leader representatives. The Instructional Leadership Team is selected in a fair and equitable manner by the principal as a representation of the school's ethnic, racial, and economic community. Each team member is knowledgeable of his/her leadership roles and ability to effectively work together, develop a consensus, and make sound decisions based on data and school performance. If a team member lacks the above qualities, support and professional development will be provided to meet the individual's needs. The Instructional Leadership Team meets on a regular basis throughout the school year from 3:20-4:20. Work groups and team meetings are also conducted during the summer from 8:00 a.m. - 3:00 p.m. to accommodate stakeholders' schedules.

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

The Instructional Leadership Team is selected in a fair and equitable manner by the principal as a representation of the school's ethnic, racial, and economic community. Each team member is knowledgeable of his/her leadership role and ability to effectively work together, develop a consensus, and make sound decisions based on data and school performance. Their responsibilities include evaluating our school program and accommodating the students' needs, identifying strengths and weaknesses to achieve success, developing strategies and implementing action steps to target the needed improvements, determining which resources and assessments will be used to measure success and adequate progress, and establishing individual roles and deadlines for completing the school improvement process.

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 Instructional Leadership Team met routinely during work groups and team meetings to discuss the school improvement plan in part and completely. After finalization and approval by the Instructional Leadership Team, the plan was submitted to the Curriculum and Instruction Director for compliance. After this, the plan was presented to the superintendent for endorsement. At this point, the school improvement plan was submitted to the School Board for authorization. Once the plan had been board approved, it was presented to the faculty and school community by the Instructional Leadership Team. The plan was then implemented and monitored for effectiveness throughout the school year. The Instructional Leadership Team will review the effectiveness and implementation of the plan on a regular basis. Modifications will be made to the school improvement plan as often as necessary to achieve the goals and accomplish the desired outcomes. Year after year, the school improvement process will continue in a systematic way.

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:

- Compliance Monitoring Reports
- Continuous Improvement Plan
- Federal Government Regulations
- Inventory & Infrastructure Report-- Fast and Easy Access to network, and Availability of Technology
- State Government Regulations
- Transform2020 Surveys (*Required)

Federal Programs Needs Assessment 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.

Transform 2020 Survey responses from teachers and administrators (Teachers: yes-27, no-0, somewhat-5; Administrators: yes-2, no-0, somewhat-0) indicate that access to the internet and online digital resources is a strength for our school. The same survey responses (Teachers: yes-15, no-4, somewhat-13; Administrators: yes-2, no-0, somewhat-0) indicate that the availability to attend a sufficient number of professional learning sessions to help successfully integrate technology and digital resources into classrooms is our main area of need.

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.

We have identified the following areas of need based upon inventory data: 1) 108 of the Windows-based computers in our schools are more than four years old 2) we have a large number of internet-accessible devices (132 iPads and 166 computers) , we will need to improve our infrastructure before implementation of a 1:1 initiative can begin. We have identified the following areas of strength based upon inventory data: 1) the majority of our classrooms (30) have ceiling mounted projectors for instructional use 2) 95% of our devices are dedicated for instruction/student use.

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.

Teacher responses to the Alabama Technology Transform 2020 Survey were used to determine the areas of need and strengths for this indicator. The following three areas of need were identified: 1) 69% of our teachers occasionally or never/rarely participate in local and global learning communities to explore creative applications of technology to improve student learning 2) 77% of our teachers occasionally or never/rarely customize learning activities using digital tools and resources to address diverse learning styles and abilities with a focus upon authentically preparing my students for school, careers, and adulthood. 3) 69% of our teachers indicated that they were interested in planning and implementing a 1-1 initiative in the classroom. There were two strengths indicated by the teacher responses. They are: 1) 84% of teachers have sufficient access to online digital resources aligned to the online Alabama Course of Study Standards 2) 97% of our teachers indicate that their principal supports and promotes integrating digital resources and tools in the classroom.

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.

Teacher responses to the Alabama Technology Transform 2020 Survey and our Federal Programs Needs Assessment were used to determine the areas of need and strengths for this indicator. The following three areas of need were identified: 1) 96 % of the teachers indicated they need additional professional development in A+ Learning Systems on the Federal Programs Needs Assessment 2) 69% of the teachers who responded to the Alabama Technology Transform 2020 Survey indicated they are interested in learning more about planning

and using project-based/authentic learning activities in the classroom 3) 88% of our teachers indicated that they do not use Technology in Motion as a professional development resource. The following areas were identified as strengths by our teachers: 1) based on responses from the Federal Programs Needs Assessment, 79% of our teachers do not need additional support in the effective use of technology 2) 92% of our teachers do not need support using an interactive white board according to their responses on the Alabama Technology Transform 2020 Survey 3) 100% of our teachers indicated they often use email on the Alabama Technology Transform 2020 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.

Teacher responses to the Alabama Technology Transform 2020 Survey were used to determine the areas of need and strengths for this indicator. The following three areas of need were identified: 1) 93% of the teachers indicated that neither they nor their students use video conference often 2) 56% of teachers occasionally or never/rarely 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 their own learning 3) 69% of our teachers occasionally or never/rarely communicate relevant information and ideas to students, parents, and others using a variety of digital tools. The following three areas were identified as strengths: 1) 100% of our teachers indicated that they often use email 2) 65% of our teachers use ALEX in the classroom 3) 100% of teachers use desktop computers in their classroom..

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.

Teacher responses to the Alabama Technology Transform 2020 Survey were used to determine the areas of need and strengths for this indicator. The following two areas of need were identified: 1) 69% of our teachers occasionally or never/rarely participate in local and global learning communities to explore creative applications of technology to improve student learning 2) 68% of our teachers occasionally or never/rarely exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others. There were three strengths indicated by the teacher responses. They are: 1) 94% of our teachers use digital projectors 2) 100% of our teachers use email often 3) 72% of our teachers often use ALEX.

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.

Administrator responses to the Alabama Technology Transform 2020 Survey were used to determine the areas of need and strengths for this indicator. The following two areas of need were identified: 1) video conferencing, 50% of the administrators do not use or promote the use of a video conference room and 0% do not use or promote the use of video conference software 2) 50% of the administrators do not use or promote the use of the distance learning lab. There were three strengths indicated by the administrator responses. They are: 1) 100% of our administrators use email often 2) 100% of our administrators often use or promote the use of desktop computers 3) 100% of our administrators indicated they routinely or frequently use technology tools and resources and collaborate with others to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning.

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.

Based upon the strengths and areas of need we have identified, the decision has been made to provide training in the use of technology for effective classroom instruction. SmartTables were purchased for the 2013-2014 school year for use in the Interactive Lab with a grant that was received from the Poarch Band of Creek Indians. All faculty members and administrators had face-to-face training during our Professional Development Day on February 17, 2014 from teachers who were trained on the SmartTable functions. In addition, 30 classrooms at RPES have been equipped with SmartBoards, which will be utilized for effective instructional technology in our school. Teachers received 3 hours of face-to-face training on using the SmartBoards with the Go Math! series from a Go Math! representative. Proper use of the SmartTables and SmartBoards should prove to be an efficient path toward the use of effective instructional technology in our school.

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:

collaborate to increase the use of digital resources and technology tools (by teacher and students) for classroom instruction by 10% by 05/23/2014 as measured by observations, lesson plans, and technology survey responses.

Strategy1:

Instructional Support - Teachers and administrators will be provided the tools and training necessary to ensure that all students have an opportunity to be successful and graduate career and/or college ready.

Research Cited: Research Cited: Benefits of Technology in Today's Classrooms (Boise State University) Evaluating the Effectiveness of Technology in Our Schools (ACT POLICY REPORT)

Tier:

Activity - First Friday Technology Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Library media specialists meet on the first Friday of each month for a morning webinar provided by the Alabama State Department of Education. 3 hour afternoon technology training is scheduled for them to make use of the entire day. The focus of the training is determined by the District Technology Team. This will enable the library media specialist at RPES to support initiatives set in motion by the technology team.	Professional Learning			09/06/2013	05/04/2018	\$0 - No Funding Required	School Principal Technology Coordinator Secondary Curriculum Supervisor

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Activity - Google Apps for Education Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will begin being trained to use Google Apps for Education in their classrooms to prepare for the first phase of a 1:1 technology initiative to begin August 2014. Secondary language arts teachers and media specialists will be trained initially, and will begin using the apps on a limited basis in their schools. Training for secondary math, science, and social science teachers will be provided in the Spring and Summer of 2014. New secondary teachers will be trained over the next three years, and training will be offered to upper elementary teachers upon request.	Professional Learning			12/09/2013	07/31/2017	\$4400 - Title II Part A	School Principal Secondary Curriculum Supervisor Technology Coordinator

Activity - Technology Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Presenters from the Alabama State Department of Education will train two teachers from RPES on how to develop a culture for effective use of technology for instruction. The teachers will train and support the faculty at RPES. This is a 6 hour session, scheduled for January 2014.	Professional Learning			01/09/2014	05/23/2014	\$1540 - Title II Part A	School Principal Secondary Curriculum Supervisor Teachers

Activity - Technology Equipment Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
It will be the responsibility of the administration at RPES to ensure that professional development is provided to the faculty for the use of any technology tool/equipment/program purchased with federal funds. This will enable us to be certain that our teachers are prepared to make the best use of the tools provided to them. The duration of these training session vary from school to school. They usually train from 3 to 6 hours, depending upon the complexity of the equipment.	Professional Learning			08/12/2013	07/31/2017	\$0 - Title I Part A	School Principal Director of Federal Programs/Curriculum and Instruction

Activity - System Technology Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The team will consist of representatives from information technology, curriculum and instruction, school administration, library media, central office, and career technical education. This team will establish policies for the use of instructional technology throughout the school system. The library media specialist will be the main point of contact for the team at each school.	Policy and Process			08/12/2013	07/31/2014	\$0 - No Funding Required	School Principal Assistant Superintendent Technology Coordinator Secondary Curriculum Supervisor

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Activity - Educational Impact for Library Media Specialists	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Library media specialists will participate in an online course assigned through the Educational Impact program. The course addresses the needs of 21st Century students, and includes a significant technology component. They will learn strategies for using instructional technology which can then be shared with teachers at RPES.	Professional Learning			10/11/2013	05/23/2014	\$30000 - District Funding	School Principal Secondary Curriculum Supervisor

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

Goal 1:

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

Measurable Objective 1:

collaborate to provide a technological infrastructure capable of supporting a 1:1 technology initiative for grades 5-12 by 07/01/2014 as measured by a 50% reduction in technology requests for network issues..

Strategy1:

Create an Environment Conducive to the Implementation of Instructional Technology - - Key school system personnel will ensure that teachers have the infrastructure, equipment, training, and support to effectively implement the use of instructional technology in the classroom.

Research Cited: Research Cited: Technology in Education (Research Center; September 1, 2011)

Tier:

Activity - System Technology Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The team will consist of representatives from information technology, curriculum and instruction, school administration, library media, central office, and career technical education. This team will establish policies for the use of instructional technology throughout the school system. The library media specialist will be the main point of contact for the team at each school.	Policy and Process			08/12/2013	07/31/2017	\$0 - No Funding Required	Assistant Superintendent Technology Coordinator Secondary Curriculum Supervisor

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Activity - Network Improvements	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Escambia County Schools has applied for a significant network upgrade with USAC in 2013. If funded we plan to provide a fiber optic connection to every two rooms. We will provide 10 drops of 1Gb switched network access with POE to each classroom. We will upgrade our WLAN capabilities by providing an access point to each classroom and common area. We also plan to install Active Directory. Once fully implemented we will be able to provide more age and job appropriate internet content filtering.	Technology			09/02/2013	07/31/2017	\$565000 - District Funding	Technology Technology Coordinator Superintendent Assistant Superintendent Chief School Financial Officer

Identify at least three (3) activities that explain how the network, technical support staff, instructional support staff, and digital teaching and learning resources accessed through the network will be linked to the achievement of learning goals of the District.

Goal 1:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

80% of All Students will demonstrate a behavior by engaging in the use of digital resources and technology tools to complete educational activities planned by their teachers in English Language Arts by 05/23/2014 as measured by observations, student work samples, and survey responses..

Strategy1:

Increase student use of technology tools and digital resources for learning - Students will use available classroom technology to complete activities designed by teachers to increase student engagement.

Research Cited: Integrating Web 2.0 Tools into the Classroom: Changing the Culture of Learning (Center for Children and Technology; June 1, 2010)

Tier:

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Activity - Technology Equipment Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
It will be the responsibility of the administration at RPES to ensure that professional development is provided to the faculty for the use of any technology tool/equipment/program purchased with federal funds. This will enable us to be certain that teachers are prepared to make the best use of the tools provided to them. The duration of these training session vary from school to school. They usually train from 3 to 6 hours, depending upon the complexity of the equipment.	Professional Learning			08/12/2013	07/31/2017	\$0 - Title I Part A	Principals Director of Federal Programs/Curriculum and Instruction

Activity - Use available technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All of our classrooms have interactive white boards and iPads, laptops, or PC's available for student use. Teachers will devise lessons to encourage student use of existing equipment to increase academic engagement.	Technology			08/19/2013	05/25/2017	\$0 - No Funding Required	Teachers Administrators

Activity - Google Apps for Education	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Google Apps for Education will be available for use by teachers and students to increase the use of technology tools and digital resources for classroom instruction. Teachers will provide assignments for students to be completed using Google Apps. These may be shared with other students and teachers to encourage collaboration and cooperative learning.	Technology			02/03/2014	05/24/2018	\$40 - District Funding	Administrators Secondary Curriculum Supervisor Technology Coordinator Teachers

Plan for Alabama Technology Plan: Transform 2020

Overview

Plan Name

Plan for Alabama Technology Plan: Transform 2020

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	Engage and Empower the Learner Through Technology	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$40
2	All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$565000
3	Prepare and Support Teachers and Leaders to Graduate College- and Career Ready Students	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$35940

Goal 1: Engage and Empower the Learner Through Technology

Measurable Objective 1:

80% of All Students will demonstrate a behavior by engaging in the use of digital resources and technology tools to complete educational activities planned by their teachers in English Language Arts by 05/23/2014 as measured by observations, student work samples, and survey responses..

Strategy 1:

Increase student use of technology tools and digital resources for learning - Students will use available classroom technology to complete activities designed by teachers to increase student engagement.

Research Cited: Integrating Web 2.0 Tools into the Classroom: Changing the Culture of Learning (Center for Children and Technology; June 1, 2010)

Activity - Use available technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All of our classrooms have interactive white boards and iPads, laptops, or PC's available for student use. Teachers will devise lessons to encourage student use of existing equipment to increase academic engagement.	Technology	08/19/2013	05/25/2017	\$0	No Funding Required	Teachers Administrators
Activity - Google Apps for Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Google Apps for Education will be available for use by teachers and students to increase the use of technology tools and digital resources for classroom instruction. Teachers will provide assignments for students to be completed using Google Apps. These may be shared with other students and teachers to encourage collaboration and cooperative learning.	Technology	02/03/2014	05/24/2018	\$40	District Funding	Administrators Secondary Curriculum Supervisor Technology Coordinator Teachers
Activity - Technology Equipment Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
It will be the responsibility of the administration at RPES to ensure that professional development is provided to the faculty for the use of any technology tool/equipment/program purchased with federal funds. This will enable us to be certain that teachers are prepared to make the best use of the tools provided to them. The duration of these training session vary from school to school. They usually train from 3 to 6 hours, depending upon the complexity of the equipment.	Professional Learning	08/12/2013	07/31/2017	\$0	Title I Part A	Principals Director of Federal Programs/Curriculum and Instruction

Goal 2: 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 a technological infrastructure capable of supporting a 1:1 technology initiative for grades 5-12 by 07/01/2014 as measured by a 50% reduction in technology requests for network issues..

Strategy 1:

Create an Environment Conducive to the Implementation of Instructional Technology - - Key school system personnel will ensure that teachers have the infrastructure, equipment, training, and support to effectively implement the use of instructional technology in the classroom.

Research Cited: Research Cited: Technology in Education (Research Center; September 1, 2011)

Activity - Network Improvements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Escambia County Schools has applied for a significant network upgrade with USAC in 2013. If funded we plan to provide a fiber optic connection to every two rooms. We will provide 10 drops of 1Gb switched network access with POE to each classroom. We will upgrade our WLAN capabilities by providing an access point to each classroom and common area. We also plan to install Active Directory. Once fully implemented we will be able to provide more age and job appropriate internet content filtering.	Technology	09/02/2013	07/31/2017	\$565000	District Funding	Technology Coordinator Superintendent Assistant Superintendent Chief School Financial Officer

Activity - System Technology Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The team will consist of representatives from information technology, curriculum and instruction, school administration, library media, central office, and career technical education. This team will establish policies for the use of instructional technology throughout the school system. The library media specialist will be the main point of contact for the team at each school.	Policy and Process	08/12/2013	07/31/2017	\$0	No Funding Required	Assistant Superintendent Technology Coordinator Secondary Curriculum Supervisor

Goal 3: Prepare and Support Teachers and Leaders to Graduate College- and Career Ready Students

Measurable Objective 1:

collaborate to increase the use of digital resources and technology tools (by teacher and students) for classroom instruction by 10% by 05/23/2014 as measured by observations, lesson plans, and technology survey responses.

Strategy 1:

Instructional Support - Teachers and administrators will be provided the tools and training necessary to ensure that all students have an opportunity to be successful and graduate career and/or college ready.

Research Cited: Research Cited: Benefits of Technology in Today's Classrooms (Boise State University) Evaluating the Effectiveness of Technology in Our Schools (ACT POLICY REPORT)

Activity - System Technology Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The team will consist of representatives from information technology, curriculum and instruction, school administration, library media, central office, and career technical education. This team will establish policies for the use of instructional technology throughout the school system. The library media specialist will be the main point of contact for the team at each school.	Policy and Process	08/12/2013	07/31/2014	\$0	No Funding Required	Assistant Superintendent Technology Coordinator Secondary Curriculum Supervisor

Activity - Technology Equipment Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
It will be the responsibility of the administration at RPES to ensure that professional development is provided to the faculty for the use of any technology tool/equipment/program purchased with federal funds. This will enable us to be certain that teachers are prepared to make the best use of the tools provided to them. The duration of these training session vary from school to school. They usually train from 3 to 6 hours, depending upon the complexity of the equipment.	Professional Learning	08/12/2013	07/31/2017	\$0	Title I Part A	Principals Director of Federal Programs/Curriculum and Instruction

Activity - First Friday Technology Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Library media specialists meet on the first Friday of each month for a morning webinar provided by the Alabama State Department of Education. We schedule 3 hour afternoon technology training for them to make use of the entire day. The focus of the training is determined by the District Technology Team. This will enable the library media specialist at each school to support initiatives set in motion by the technology team.	Professional Learning	09/06/2013	05/04/2018	\$0	No Funding Required	Technology Coordinator Secondary Curriculum Supervisor

Activity - Educational Impact for Library Media Specialists	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Library media specialists will participate in an online course assigned through the Educational Impact program. The course addresses the needs of 21st Century students, and includes a significant technology component. They will learn strategies for using instructional technology which can then be shared with teachers at each school.	Professional Learning	10/11/2013	05/23/2014	\$30000	District Funding	Secondary Curriculum Supervisor

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Activity - Google Apps for Education Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will begin being trained to use Google Apps for Education in their classrooms to prepare for the first phase of a 1:1 technology initiative to begin August 2014. Secondary language arts teachers and media specialists will be trained initially, and will begin using the apps on a limited basis in their schools. Training for secondary math, science, and social science teachers will be provided in the Spring and Summer of 2014. New secondary teachers will be trained over the next three years, and training will be offered to upper elementary teachers upon request.	Professional Learning	12/09/2013	07/31/2017	\$4400	Title II Part A	Secondary Curriculum Supervisor Technology Coordinator
Activity - Technology Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Presenters from the Alabama State Department of Education will train two teachers from each school on how to develop a culture for effective use of technology for instruction. The teachers will train and support the faculty at their assigned schools. This is a 6 hour session, scheduled for January 2014.	Professional Learning	01/09/2014	05/23/2014	\$1540	Title II Part A	Secondary Curriculum Supervisor Teachers Administrators

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
Technology Equipment Training	It will be the responsibility of the administration at RPES to ensure that professional development is provided to the faculty for the use of any technology tool/equipment/program purchased with federal funds. This will enable us to be certain that teachers are prepared to make the best use of the tools provided to them. The duration of these training session vary from school to school. They usually train from 3 to 6 hours, depending upon the complexity of the equipment.	Professional Learning	08/12/2013	07/31/2017	\$0	Principals Director of Federal Programs/Curriculum and Instruction
Technology Equipment Training	It will be the responsibility of the administration at RPES to ensure that professional development is provided to the faculty for the use of any technology tool/equipment/program purchased with federal funds. This will enable us to be certain that teachers are prepared to make the best use of the tools provided to them. The duration of these training session vary from school to school. They usually train from 3 to 6 hours, depending upon the complexity of the equipment.	Professional Learning	08/12/2013	07/31/2017	\$0	Principals Director of Federal Programs/Curriculum and Instruction
Total					\$0	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Initiative	Presenters from the Alabama State Department of Education will train two teachers from each school on how to develop a culture for effective use of technology for instruction. The teachers will train and support the faculty at their assigned schools. This is a 6 hour session, scheduled for January 2014.	Professional Learning	01/09/2014	05/23/2014	\$1540	Secondary Curriculum Supervisor Teachers Administrators

Alabama Technology Plan: Transform 2020

Rachel Patterson Elementary School

Google Apps for Education Training	We will begin being trained to use Google Apps for Education in their classrooms to prepare for the first phase of a 1:1 technology initiative to begin August 2014. Secondary language arts teachers and media specialists will be trained initially, and will begin using the apps on a limited basis in their schools. Training for secondary math, science, and social science teachers will be provided in the Spring and Summer of 2014. New secondary teachers will be trained over the next three years, and training will be offered to upper elementary teachers upon request.	Professional Learning	12/09/2013	07/31/2017	\$4400	Secondary Curriculum Supervisor Technology Coordinator
Total					\$5940	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Network Improvements	Escambia County Schools has applied for a significant network upgrade with USAC in 2013. If funded we plan to provide a fiber optic connection to every two rooms. We will provide 10 drops of 1Gb switched network access with POE to each classroom. We will upgrade our WLAN capabilities by providing an access point to each classroom and common area. We also plan to install Active Directory. Once fully implemented we will be able to provide more age and job appropriate internet content filtering.	Technology	09/02/2013	07/31/2017	\$565000	Technology Coordinator Superintendent Assistant Superintendent Chief School Financial Officer
Google Apps for Education	Google Apps for Education will be available for use by teachers and students to increase the use of technology tools and digital resources for classroom instruction. Teachers will provide assignments for students to be completed using Google Apps. These may be shared with other students and teachers to encourage collaboration and cooperative learning.	Technology	02/03/2014	05/24/2018	\$40	Administrators Secondary Curriculum Supervisor Technology Coordinator Teachers
Educational Impact for Library Media Specialists	Library media specialists will participate in an online course assigned through the Educational Impact program. The course addresses the needs of 21st Century students, and includes a significant technology component. They will learn strategies for using instructional technology which can then be shared with teachers at each school.	Professional Learning	10/11/2013	05/23/2014	\$30000	Secondary Curriculum Supervisor
Total					\$595040	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Alabama Technology Plan: Transform 2020

Rachel Patterson Elementary School

System Technology Team	The team will consist of representatives from information technology, curriculum and instruction, school administration, library media, central office, and career technical education. This team will establish policies for the use of instructional technology throughout the school system. The library media specialist will be the main point of contact for the team at each school.	Policy and Process	08/12/2013	07/31/2014	\$0	Assistant Superintendent Technology Coordinator Secondary Curriculum Supervisor
First Friday Technology Training	Library media specialists meet on the first Friday of each month for a morning webinar provided by the Alabama State Department of Education. We schedule 3 hour afternoon technology training for them to make use of the entire day. The focus of the training is determined by the District Technology Team. This will enable the library media specialist at each school to support initiatives set in motion by the technology team.	Professional Learning	09/06/2013	05/04/2018	\$0	Technology Coordinator Secondary Curriculum Supervisor
Use available technology	All of our classrooms have interactive white boards and iPads, laptops, or PC's available for student use. Teachers will devise lessons to encourage student use of existing equipment to increase academic engagement.	Technology	08/19/2013	05/25/2017	\$0	Teachers Administrators
System Technology Team	The team will consist of representatives from information technology, curriculum and instruction, school administration, library media, central office, and career technical education. This team will establish policies for the use of instructional technology throughout the school system. The library media specialist will be the main point of contact for the team at each school.	Policy and Process	08/12/2013	07/31/2017	\$0	Assistant Superintendent Technology Coordinator Secondary Curriculum Supervisor
Total					\$0	